

# Mark Scheme (Pre-Standardisation) Summer 2008

IGCSE

IGCSE ESL (4357/01)

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1	Cross box L	(1)

Question Number	Answer	Mark
2	Cross box C	(1)

Question Number	Answer	Mark
3	Cross box A	(1)

Question Number	Answer	Mark
4	Cross box E	(1)

Question Number	Answer	Mark
5	Cross box B	(1)

Question Number	Answer	Mark
6	Cross box H	(1)

Question Number	Answer	Mark
7	Cross box K	(1)

Question Number	Answer	Mark
8	Cross box D	(1)

Question Number	Answer	Mark
9	Cross box F	(1)

Question Number	Answer	Mark
10	Cross box M	(1)

Question Number	Answer	Mark
11	Not Given	(1)

Question Number	Answer	Mark
12	True	(1)

Question Number	Answer	Mark
13	True	(1)

Question Number	Answer	Mark
14	Not Given	(1)

Question Number	Answer	Mark
15	Not Given	(1)

Question Number	Answer	Mark
16	True	(1)

Question Number	Answer	Mark
17	False	(1)

Question Number	Answer	Mark
18	True	(1)

Question Number	Answer	Mark
19	False	(1)

Question Number	Answer	Mark
20	Not Given	(1)

Question Number	Answer	Mark
21	10 years	(1)

Question Number	Answer	Mark
22	evolving	(1)

Question Number	Answer	Mark
23	1884	(1)

Question Number	Answer	Mark
24	(over) 400,000	(1)

Question Number	Answer	Mark
25	1933	(1)

Question Number	Answer	Mark
26	2004	(1)

Question Number	Answer	Mark
27	Poverty	(1)

Question Number	Answer	Mark
28	International	(1)

Question Number	Answer	Mark
29	Programme Office	(1)

Question Number	Answer	Mark
30	Professionals	(1)

Question Number	Answer	Mark
31	2 / two weeks	(1)

Question Number	Answer	Mark
32	1500	(1)

Question Number	Answer	Mark
33	Community Organisations	(1)

Question Number	Answer	Mark
34	Local people	(1)

Question Number	Answer	Mark
35	Experience	(1)

Question Number	Answer	Mark
36	Financial	(1)

Question Number	Answer	Mark
37	Journalists	(1)

Question Number	Answer	Mark
38	Specialist assignments	(1)

Question Number	Answer	Mark
39	Three / 3 months	(1)

Question Number	Answer	Mark
40	Training	(1)

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

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

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

## Assessment criteria: writing skills assessment grid

This grid should be used for marking Sections 4, 5, and 6.

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.			