

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

International General Certificate of Secondary Education

**MARK SCHEME for the November 2005 question paper**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/02 Paper 2 (Reading and Writing – Extended), maximum mark 84**

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses

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

**Part 1 Exercise 1: Go Ape**

(a)	high up / 10 metres above ground	1 mark
(b)	courage and determination (BOTH)	1 mark
(c)	recommended for (tourism) award	1 mark
(d)	made from natural materials	1 mark
(e)	2 of: safety-line, harness, training	1 mark
(f)	they can cycle/walk/follow play trail (any one)	1 mark
(g)	end of October/31 October	1 mark

**Max total for exercise: 7**

**Part 1 Exercise 2: DVT**

(a)	sitting too long in one position	1 mark
(b)	smoking and dehydration (BOTH required)	1 mark
(c)	flash/tell/show a warning they have been sitting too long tells them to get up/move/stretch	1 mark
(d)	even fit athletes can suffer from DVT/to prevent DVT/ because three team coaches suffered from blood clots	1 mark
(e)	they will use face masks/they will wear decompression socks/they will wear tights/they will wear special clothing	1 mark

**Max total for exercise: 5**

**Part 1 Exercise 3: Seamounts**

(a)	ocean floor/sea floor	1 mark
(b)	(up to 40%) species are new to science	1 mark
(c)	believed to be extinct/extinct (since time of dinosaurs)	1 mark
(d)	too much (deep water) fishing	1 mark
(e)	less volcanic activity	1 mark
(f)	species could become extinct before being identified	1 mark

**Max total for exercise: 6**

**Max. total for Part 1: 18 marks**

**Part 2 Exercise 1: QinetiQ1**

(a)	to break the (40 year old) world (altitude) record (set in 1960)	1 mark
(b)	winds too strong	1 mark
(c)	to fill (the balloon) with helium	1 mark
(d)	(they will) let off flares	1 mark
(e)	58,000 ft (unit required for mark)	1 mark
(f)	the temperature will rise/it will go up to -25°C/it will be -25°C	1 mark
	Tick and number points: 1 a (rigorous) fitness programme 2 learning/course in repairing their suits 3 practise emergency procedures 4 practise avoidance action 5 try to deflate the balloon over the sea	up to 4 marks

**Max total for exercise: 10**

**Part 2 Exercise 2: Summary**

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.

Why the Jaguar needed help:

- 1 on verge of extinction
- 2 hunted
- 3 bad reputation

How the Jaguar is being preserved

- 4 sanctuary formed/(jaguar) reserve formed
- 5 fund raising
- 6 (infra-red cameras) track and protect them

**Quality of Language**

\*NB: To obtain full language mark both aspects of question must be addressed

- 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.

**Max total for exercise: 8**

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**Part 2 Exercise 3: Young Chinese Gymnasts**

Tick and number points below:

Selection Procedure:

WHEN:

- 1 early/at age 42/each year

WHO

- 2 150 (children)
- 3 disobedient/naughty children

Physical requirements for gymnasts

- 4 short (children)
- 5 slim (children)
- 6 straight arms and
- 7 small joints

Training programme

- 8 stretching (acrobatic)
- 9 holding arms and legs open for 30 secs
- 10 two and a half hours' exercise
- 11 jumping (on the mat)
- 12 exercises on apparatus

**Max total for exercise: 8**

**Max. total for Part 2: 20 marks**

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### Part Three

**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: Playgroup

Credit ideas from the prompts and use of own ideas and suggestions. All prompts must be addressed for full marks. Note register and tenses.

**Refer to the Performance Criteria grid in arriving at a mark.**

**Max total for exercise:12**

#### Part 3 Exercise 2: Charity Activity

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.**

**Max total for exercise: 12**

#### Part 3 Exercise 2: Food Production

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.**

**Max total for exercise: 16**

**Max total for Part 3: 40 marks**

**PART 3: EXTENDED WRITING EXERCISES**

**General Criteria Grid**

	12 mark questions	16 mark questions	DESCRIPTOR
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.
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 a 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 inconsistent. Often there is some interest in the subject matter and an 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.