## Checkpoint

May 2003

## MARKING SCHEME

## MAXIMUM MARK :46

## SYLLABUS/COMPONENT : 1111/1

## ENGLISH

IMPORTANT NOTICE
Marking schemes have been issued on the basis of ONE copy per Assistant Examiner and TWO copies per Team Leader.

## Section A: Reading

## Understand explicit meaning

| Question | Mark |  | Answer |
| :---: | :---: | :---: | :---: |
| 1 (a) | 2 | (i) <br> (ii) | Give a reason why the police officer is so pleased. <br> Give a reason why Abi Shaker is so pleased. <br> He'll have an easier life/fewer complaints to sort out. <br> His machine (is the only one outside the US that) does the job so well/he helped to develop the successful machine/process. <br> Help his country - NOT JUST "he invented the machine". <br> Award 1 mark for each answer |
| (b) | 2 | 2 3 4 | Give the four main stages by which the machine turns trash into compost. <br> workers select out the inorganic trash. <br> put the rest in the big, turning drum. $\}$ In either order <br> enzymes and bacteria make the garbage into compost. / allow "processed". <br> which is put into barrels (ready for use)./ collect the organic sludge. <br> Award one mark per two points adequately phrased. <br> Award only one mark if the order of all four is incorrect. |
| (c) | 4 | (i) <br> (ii) <br> (iii) <br> (iv) | soothing: calming (down), stopping them being angry/concerned, placating <br> rotates: turns/goes round (and round). <br> sample: an example, a part of the whole showing what it's like, a tester. NOT "piece" <br> transforming: making it into something different, a new form, convert, changing <br> Where candidates give more than one alternative and only one is right, do not allow he mark. <br> Give one mark for each if the answer is a recognisable match to the markscheme. |

## Section A: Reading

## select and summarise information and ideas

| Question | Mark |  | Answer |
| :---: | :---: | :---: | :---: |
| 2 | 8 | 1 | The advantages that the compost machine has brought to the village and the villagers. prevents pollution (allow this general point notwithstanding points 2 to 5) |
|  |  | 2 | there's no more burning/smoke |
|  |  | 3 | it doesn't smell |
|  |  | 4 | the flies have disappeared |
|  |  | 5 | it stops complaints from the public/the public don't get angry |
|  |  |  | It's clean/healthy/safe |
|  |  | 7 | the process only takes three days/it's fast |
|  |  | 8 | it makes Kfar Sir famous/ people come to see what is happening/popular town |
|  |  | 9 | the compost can be used to help create a public park/reserve/to nourish trees/provide nutrients for growth/environment |
|  |  | 10 | it makes a lot of people very happy/makes officials happy |
|  |  |  | produces plenty/ten barrels a day |
|  |  |  | Credit any eight points. Tick and number where points are made in the script. If the summary is mainly copied and/or is too long and/or lacks conciseness, deduct 1-3 marks, as appropriate. |

4

| Structure content | Style | Audience | Sentence structures | Punctuation | Spelling |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Paragraphed, clear topic sentence/link; material well sequenced | Clear, both informative and descriptive, fluent | Clearly means to appeal to the reader. The description is somewhat lifelike. | Fluent, beginning to use range of grammatical features for effect | Uses a range of punctuation with confidence | Virtual correctness over range of vocabulary used including more complex and difficult words |
| 6/7 | 4 | 4 | 6/7 | 4 | 4 |
| Paragraphed, some sense of introduction. Generally well ordered within paragraphs | Explanatory, some elements of description, occasional awkwardness | Shows some understanding of the need to communicate a picture and feelings to a reader. | Uses a range of different sentence forms, e.g. complex and simple sentences. | Uses full stops correctly; commas mainly correct. General range a little limited. | A few spelling errors, mostly of more difficult words |
| 4/5 | 3 | 3 | 4/5 | 3 | 3 |
| Paragraphed. Tends to be a series of items rather than cohesive and developed. | Sometimes unfocused, or unclear. Occasionally fluent. Simple. | Occasionally aware of audience, though most writing neutral (e.g. unattractively factual). Short on some aspects of information. | Limited or partially effective use of complex sentences. Mostly simple or compound structures based on and, but, so.May attempt complex sentences but write shapelessly. | A number of errors including occasional full stops. Begins to use commas, apostrophes and question marks, but range limited. | A number of errors, OR spells a simple vocabulary correctly. |
| 2/3 | 2 | 2 | 2/3 | 2 | 2 |
| Possibly unparagraphed or inadequately so. Material ineffectively list like or in random order. | Style often unclear; impeded by poor command of language. | Glimmer of understanding that the audience exists. | Occasional use of complex sentences. Structures often simple or faulty. | Sentences sometimes correctly marked. Little use of other simple punctuation marks. | Many errors including a range of simple words. |
|  | 1 | 1 | 1 | 1 | 1 |

Award 0 where performance fails to meet the lowest description.

