

IGCSE English as A Second Language (Syllabus 0510)

Specimen Papers and Mark Schemes for Papers 1 and 2 (For examination from 2006)

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Specimen Paper 1: Reading and Writing (Core Tier)

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Introduction

These specimen papers are for the revised scheme of assessment for Papers 1 and 2 for first examination in the May/June session 2006. For full details teachers should consult the Syllabus booklet.

There are no changes to the listening and oral components in 2006. (Teachers should consult the Syllabus booklet and past papers for those components.)

Duration, weighting in the exam as a whole, Core/Extended tiering, total raw marks, and cover sheet rubrics remain unchanged in 2006. The main purpose of this booklet is to illustrate the revised format of the Reading and Writing papers and mark allocations for each exercise which will come into effect in 2006.

No major changes are envisaged to the ways in which teachers and candidates prepare for the examination; much in these specimen papers has been taken or adapted from materials used in past papers. Nevertheless, it will be important for teachers and candidates to be clear about how the structure of the papers will change.

Summary of key changes

- Reduction in total number of exercises (with some changes in mark allocations for particular exercises) on both Papers 1 and 2.
- Each paper will contain seven exercises, which will be called 'Exercise 1', 'Exercise 2'... (The current 'Part 1', 'Exercise 1...etc' scheme will not be used.) See Syllabus booklet for a description of each exercise, and its assessment objectives.
- A new reading task being assessed in Paper 1 is Note making (new Exercise 4), which on Paper 1 will be linked to the Exercise 5 summary. Teachers of Core learners will need to become familiar with the requirements of Exercise 4, but they will already be used to note-making tasks if they have been teaching candidates for Paper 2.
- A new reading task being assessed in Paper 2 is Information transfer/form filling (new Exercise 3). Teachers of Extended learners will need to become familiar with the requirements of Exercise 3, but they will already be familiar with a simpler version of it if they have been teaching candidates for Paper 1.
- The general criteria for marking the extended writing tasks (now Exercise 6 and Exercise 7 in each paper) have been revised, and full details appear in the mark schemes.

Centre Number	Candidate Number	Name
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CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE

Paper 1 Reading and Writing

0510/01
SPECIMEN

[REVISED SYLLABUS from 2006]

1 hour 30 minutes

Candidates answer on the Question Paper.
No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen in the spaces provided on the Question Paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.
The number of marks is given in brackets [] at the end of each exercise or part question.
At the end of the examination, fasten all your work securely together.
Dictionaries are **not** allowed.

SPECIMEN PAPER

If you have been given a label, look at the details. If any are incorrect or missing, please fill in your correct details in the space given at the top of this page.

Stick your personal label here, if provided.

FOR EXAMINER'S USE

This specimen paper consists of **13** printed pages and 1 blank page.



Exercise 1

Read the following advertisement about courses at the Outdoor Activities Centre, and then answer the questions on the opposite page.

**WITH THE SEA ON YOUR DOORSTEP, A LARGE FLEET OF BOATS TO CHOOSE FROM,
AND A TEAM OF EXPERIENCED INSTRUCTORS, THE OUTDOOR ACTIVITIES CENTRE
IS THERE JUST FOR YOU!**



COURSES AVAILABLE:

DINGHY SAILING

Our boats are chosen carefully to provide a wide range of safe and exciting learning opportunities. Instructors will take you through the basics of rigging, launching and sailing.

CATAMARAN SAILING

For those with little or no experience, this course is a good introduction to this fast and exciting form of sailing. If weather conditions are favourable, students should be able to handle a catamaran single-handedly during the course.

Cost for each course (age 16 years and over):

£165 non residential

£180 residential

CANOEING & KAYAKING

The Outdoor Activities Centre is the ideal venue for kayaking. With the sea close at hand, our one-day course will introduce the skill of kayaking at sea. There will be an opportunity to try a variety of different canoes and kayaks and to take part in a short kayak sea journey.

WINDSURFING

Our centre runs a JUNIOR WINDSURFING CLUB on Monday and Wednesday evenings during the summer season and is open to anyone until they are 18 years old. Aimed at those who already have some windsurfing experience (level one certificate), this club aims to give young windsurfers the opportunity to progress within a safe and exciting environment.

Cost: £7 per session or £6 per session if four sessions are booked in advance

SKIING AND SNOWBOARDING

This centre has three ski slopes - each surface is easy to ski on and soft to fall on. The slopes have ski lifts, are floodlit and are situated inside a hangar, offering an ideal learning environment whatever the weather.

FIRST AID COURSES

Our first aid courses are ideal for anyone concerned with outdoor sports. Our trainers are also sports instructors so they make sure that the first aid training given is always relevant for your sport or situation.

(a) How long does it take to complete the introduction to sea kayaking course?

.....[1]

(b) Who can join the Junior Windsurfing Club?

.....[1]

(c) How much does it cost someone staying at the Centre to learn to sail?

.....[1]

(d) How can a junior windsurfer save money?

.....[1]

(e) Why wouldn't a skiing lesson at the centre be cancelled in bad weather?

.....[1]

(f) What other useful experience do the first aid instructors have?

.....[1]

[Total: 6]

[Turn over

Exercise 2

The following newspaper article is about an area in the north of India where people frequently travel in search of adventure. Read it carefully and then answer the questions on the opposite page.

The Himalaya mountains are a favourite destination of more and more people. Improved transport, access to previously forbidden area, and the increasing number of specialised tour operators have all contributed to a rapid rise in the number of tourists entering the area in the last three decades. This increase has caused problems throughout the region and in Nandra Devi in particular. Now conservation work has started to try and improve the situation...

NANDRA DEVI NATIONAL PARK

Nandra Devi lies 530 kilometres northeast of Delhi and is regarded by people living there as the most beautiful of the Himalaya mountains. The surrounding area is called the 'Valley of the Lost Horizon' and is rich in animal, plant and bird life.

Nandra Devi National Park opened to tourists in 1974 but, because there were no restrictions and no rules, the area had to be closed again in 1983 to give it time to recover from the destruction caused by the tourists. At the time of writing this article, the park is still closed.

Before the area was closed in 1983 the mountaineers, trekkers, naturalists, ornithologists, botanists, geologists and researchers who entered the area in their thousands had a devastating effect. There were three main problems as a result. The first problem was overgrazing, caused by the large number of pack animals needed to support expeditions.

This meant that the natural vegetation was replaced by very much harder kinds of grass and other plants which the animals would not eat. The trouble was that the native wild animals wouldn't eat it either. Second, the porters who accompanied the expeditions to Nandra Devi were often not supplied with fuel for cooking or with tents for shelter. This meant that large numbers of trees were cut down both for cooking fires and to build shelters. Thinning out the forests eroded the topsoil and plant life was disturbed, causing unstable conditions. Third, the amount of rubbish increased and became a big problem which was made worse by huge amounts of unused equipment which was just dumped by departing mountaineering expeditions. Medicines that had been left behind entered the water system. This caused river pollution and was harmful to wildlife.

The area of Nandra Devi has been chosen as one of twelve areas in India which are going to be preserved as areas of special interest. It is certainly true that if it is going to be opened again to tourists there will have to be rules to make sure that damage does not occur again.



(a) Give **two** reasons why the number of tourists visiting the Himalaya area increased.

.....
.....[2]

(b) Give **two** reasons why the Nandra Devi area is special.

.....[1]

(c) Why did the park have to close in 1983?

.....[1]

(d) What was the main problem with the new types of grass?

.....[1]

(e) Explain why the trees being cut down caused problems.

.....[1]

(f) Based on what you have read, make a list of four points of advice which you would give to an expedition visiting Nandra Devi.

-
-
-
- [4]

[Total: 10]

[Turn over

Exercise 3

Tariq Dinah is 16 years old and is a keen table tennis player. He attends a school in Dhaka (in Bangladesh) where he is studying for his IGCSE exams. He lives with his family at House 6, Road 640, Dhanmandi, Dhaka, and has played table tennis for six years. He is currently the under-16 regional champion, and is now keen to get more tournament experience and to become the under-18 champion (just like his older brother in 2001).

In a local newspaper, Tariq has seen this advertisement for a table tennis tournament in which he would like to compete. He wishes to enter the singles competition and would like to play doubles, too, with his sister Aniqah who is 14. Their parents are happy to allow them to enter the tournament.

Tariq and Aniqah both go to a chess club every Wednesday evening, so they could not compete then. The family's telephone number is 212321. Tariq doesn't have his own computer, but he can send and receive email on a computer at his school, where his email address is dinah.t@abc.com.

ADVERTISEMENT

**WELCOME TO THE 2006 DHAKA AND DISTRICT
UNDER-18s TABLE TENNIS TOURNAMENT**

Venue: Dhaka College of Sport

Choice of Dates:

Tuesday 23 May
Wednesday 24 May

Categories:

The tournament is open to all players up to the age of 18 years. There will be singles and doubles competitions.

There are no entry fees for this tournament.

Please send all entries to:

**The Secretary
Dhaka and District Table Tennis Tournament
Dhaka College of Sport
Dhaka
(telephone: 298982)**

Imagine that you are Tariq. Complete the form on the opposite page.

2006 UNDER-18s TABLE TENNIS TOURNAMENT

Application Form

Full name (block capitals):

.....

* If 16 or under, remember to complete the section on parent/guardian permission at the bottom.

Age*:

.....

Address:

.....

.....

Telephone number:

.....

Do you have access to email? (delete as necessary)

Yes / No *if Yes, please give email address:

.....

Titles held:

.....

Competition categories: (please delete as necessary)

Singles :

Male

Female

Doubles :

Male

Female

Mixed

Name of doubles partner (block capitals):

.....

.....

Preferred tournament date

.....

(* Complete if *16 or under only)

In the space below, write one sentence to confirm that you have the permission of a parent/guardian to participate, and one sentence stating why you wish to participate.

[Total: 10]

[Turn over

Exercise 4

Read the article below about the effects of the El Nino storms on sea lions, and then complete the note-taking exercise on the opposite page. (Sea lions are large seals that live in the Pacific Ocean, but can move on land.)

SEA LIONS SEEK REFUGE FROM EL NINO

In a normal winter, this is the slow season for the Friends of the Sea Lion Marine Mammal Centre at Laguna Beach, California – a time to prepare for the busy weeks of spring and summer, when the bulk of the youngest of the sad-eyed creatures come ashore in need of nurturing, food and rest. But this is an El Nino winter and it seems nothing is as it should be, on land or at sea.

Around this time last year, the Centre had seven sea lions to care for and eventually release. Today there are 73, most of them weak and underweight young pups that have been beached and battered by the storms of El Nino.

Filled to capacity, the Centre stopped taking in new sea lions on 4 February and eventually closed its gift shop because it needed the space for its overflowing population. The Centre's office has been converted into a special care unit, housing 13 of the smallest and weakest pups. To answer the telephone, the staff members sometimes have to push a sea lion off it first!

Often when the sea lions come in they have to be wrapped in blankets because they are cold and skinny. Once they begin recovering, they can be moved into the pools.

El Nino, the huge body of warm water in the Pacific that has altered weather conditions around the world, has harmed the sea lions and their cousins in several different ways. It has made the winds and the waves worse, the ocean currents stronger. And the waters off California are five degrees warmer than normal, so much of the fish population that the sea lions rely on has left the area in search of colder waters.

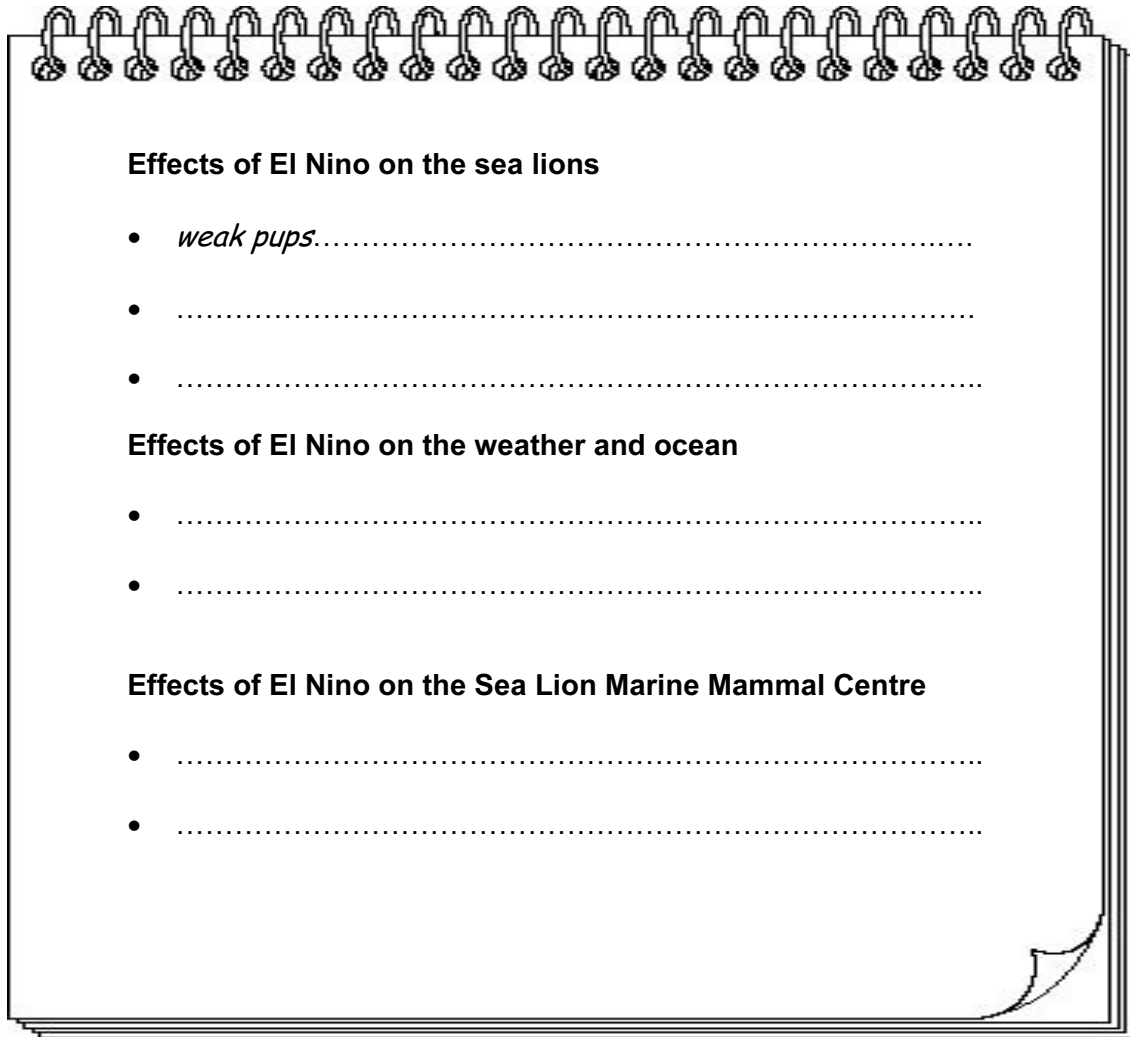
To feed their pups, the mothers have had to spend more time and energy searching for food. In a normal year about 1500 seals and sea lions end up on the beaches of California. This year the prediction is for at least twice that number.

But last Sunday, El Nino did not seem so big and bad. Last Sunday was a release day. The Centre released four pups back into the ocean, including the first two taken in during this long season of storms. The Centre's staff and volunteers loaded the sea lions into pet carriers and drove them to a beach a little farther away than normal. The beach that the Centre usually uses to release the animals is under water, another victim of El Nino.

The cages were carried across the sand by about a hundred beachgoers and put down a few yards from the roaring surf. As the young sea lions disappeared under a big wave and bobbed up again a few moments later, everyone cheered from the beach.

You are preparing to give a short talk to your class about the effects of El Nino.

On the notepad on the opposite page, make **two** short notes under each heading as a plan for your presentation. Do not use complete sentences. (An example is given under the first heading.)



Effects of El Nino on the sea lions

- *weak pups*.....
-
-

Effects of El Nino on the weather and ocean

-
-

Effects of El Nino on the Sea Lion Marine Mammal Centre

-
-

[Total: 6]

Exercise 5

Imagine that you have made your presentation to the class in Exercise 4. Now your teacher wants you to follow this up with a summary for homework.

Look at your notes in Exercise 4 above. Using the ideas in your notes, write a summary about the effects of the El Nino storms.

Your summary should be one paragraph of no more than 70 words. You should use your own words as much as you can.

.....

.....

.....

.....

.....

.....

.....

.....



.....

.....

*For
Examiner
Use*

[Total: 4]

Exercise 6

COMPETITION

YOUNG TRAVEL WRITER

We would like you to tell us about a place you
have visited.

Where did you go? Why was it memorable?

Write us a short article!

Excellent prizes to be won! See your writing in
print!

Age groups: 16-19 and 20 plus

For more information visit: www.travelwriter.com

You have just read a poster about a travel writing competition and decide to enter.

Write your entry for this competition.

Your article should be about 100-150 words long.

Don't forget to include :

- where you went and how you travelled there
- why you have chosen this place
- your impressions of the place.

You will receive up to 5 marks for the content of your article, and up to 5 marks for the style and accuracy of your language.

Exercise 7

Your school/college is planning to introduce compulsory sport/PE for all students, every day.

Here are some comments from some students in your class:

"I hate doing sports, especially team games."

'It's great - we'll all become much healthier because of this.'

"A bad idea - we will lose vital time to prepare for exams which are much more important!"

"I don't mind - just as long as we have a good choice of things to do."

Write an article for your school/college magazine giving *your* views about the issue.

Your article should be about 100-150 words long.

The comments above may give you some ideas, but you are free to use any ideas of your own.

In this exercise you will receive up to 5 marks for the content of your article, and up to 5 marks for the style and accuracy of your language.

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MARK SCHEME for SPECIMEN PAPER 1

0510 ENGLISH AS A SECOND LANGUAGE

0510/01

Paper 1 (Reading and Writing – Core), maximum mark 56

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners would initially be instructed to award marks, subject to further discussions (e.g. in light of script evidence) at examiner coordination meetings.

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 SCHEME FOR SPECIMEN PAPER 1

NB Refer to the *Instructions to Examiners* booklet for general marking guidance.

Exercise 1: Outdoor Activities

- | | | |
|-----|---|-----|
| (a) | 1 day | [1] |
| (b) | anyone until 18 / under 18s / 17 and under | [1] |
| (c) | £180 | [1] |
| (d) | by booking 4 sessions in advance (for £6 per session) | [1] |
| (e) | held indoors/held in a hangar | [1] |
| (f) | (instructors are) also (outdoor) sports coaches/instructors | [1] |

Max. total for exercise: 6

Exercise 2: Nandra Devi National Park

- (a) Two points from:
(there is) improved transport / access to previously forbidden areas / increasing number of specialised tour operators
(award 1 mark for each point, up to a maximum of 2 marks) [2]
- (b) Two reasons from:
it's beautiful / rich in animal / plant / bird life
(NB 2 reasons are needed for 1 mark) [1]
- (c) to give it time to recover / (from) destruction by the tourists [1]
- (d) animals couldn't eat it / it was too tough to eat [1]
- (e) eroded topsoil [1]
- (f) *tick and number from the points below. Award 1 mark (up to maximum of 4) for each point*
1. take shelter / tents
 2. take fuel for cooking
 3. take feed for animals
 4. don't cut down trees
 5. don't dump rubbish / equipment / litter
 6. don't dump medicines / pollute the rivers [4]

Max. total for exercise: 10 marks

Exercise 3: Table tennis application Form

Name:	TARIQ DINAH (<i>accept</i> DINAH TARIQ)	[1]
Age	16 (<i>accept</i> sixteen)	[1]
Address:	House 6 Road 640 Dhanmandi (Dhaka) <i>The candidate may use either or both lines provided; as long as the different elements of the address are made clear (e.g. by commas or space separation)</i>	[1]
Telephone number:	212321	[1]
Access to email:	Yes/No	[1]
Email address:	dinah.t@abc.com (<i>accept</i> dinah.t@abc.com .)	[1]
Titles held:	under 16 regional champion	[1]
Competition categories (please delete as necessary):	Singles: Male Female	[1]
Doubles partner:	Doubles: Male Female Mixed	[1]
Name:	ANIQA DINAH (<i>accept</i> DINAH ANIQA) (does not have to be in capitals)	[1]
Preferred tournament date	(Tuesday) 23 May	[1]
CAPITALS used in both names TARIQ DINAH and ANIQA DINAH*		[1]

(*Note – if the candidate has used capitals elsewhere in the form, this is not a problem)

Add the marks for the elements above, and then halve them (rounding up) to give a score out of 6. Then add this score to the marks awarded for the two sentences (see bottom of form).

Sentence 1

To score, the candidate must have written a sentence confirming that permission from parent(s) has been forthcoming. This should be in the first (not third) person. Allow anything relevant : e.g. "Our parents are happy to allow us to enter", 'I confirm that I have my parent's permission', and award a mark out of 2 as follows.

2 marks: proper sentence construction; correct spelling and punctuation; gives the information asked for

1 mark: proper sentence construction; 1-3 errors of punctuation and/or spelling, without obscuring meaning; gives the information asked for

0 marks: more than 3 errors of punctuation and/or spelling; AND/OR does not give information asked for; AND/OR not a proper sentence; AND/OR meaning obscure

Sentence 2

To score, the candidate must have written a sentence stating a reason for wishing to participate. Direct lifting from the information given is permissible, but the sentence should be written in the first (not third) person. The likeliest details are in the text, relating to Tariq's wish to gain experience and to become the under-18 champion (and/or to follow his brother's footsteps); but allow anything relevant to the context if suitably expressed, and award a mark out of 2 as follows:

2 marks: proper sentence construction; correct spelling and punctuation; gives information asked for

1 mark: proper sentence construction; 1-3 errors of punctuation and/or spelling, without obscuring meaning; gives the information asked for

0 marks: more than 3 errors of punctuation and/or spelling; AND/OR does not give information asked for; AND/OR not a proper sentence; AND/OR meaning obscure

Max. total for exercise: 10 marks

Exercise 4: Effects of El Nino

Tick and number the content points below to a maximum of 6 marks (**up to 2 marks per heading**). (Remember that this exercise is marked for content (reading), not language.)

Effects of El Nino on the sea lions

1. food hard to find
2. (more) beached / battered by storms
3. cold / skinny

Effects of El Nino on the weather and ocean

4. waves worse
5. currents stronger
6. water warmer
7. fish left the area (for colder water)

Effects of El Nino on the Sea Lion Marine Mammal Centre

8. more pups to care for
9. filled to capacity
10. closed its gift shop
11. office converted into special care unit

Max total for exercise: 6 marks

Exercise 5: Summary

This exercise is marked for language, not content, but if content is entirely irrelevant to the task, a mark of zero should be awarded.

Count words and do not mark anything exceeding 70 words, as specified in the question. (Candidates will not be assessed on anything they have written after this limit, but will not be penalised *per se* for exceeding it.)

0	meaning obscure because of density of language problems and serious problems with expression / nothing of relevance
1	expression weak / reliance on lifting from the passage
2	expression limited / reliance on copying out the notes, but some sense of order
3	expression good, with attempts to group and sequence ideas in own words
4	expression very good: clear, orderly grouping and sequencing, largely own words

Max. total for exercise: 4 marks

Exercise 6: Writing 1

Exercise 7: Writing 2

The following general instructions, and table of marking criteria, apply to both exercises.

- Award the answer a mark for **content** (C) and a mark for **language (L)** . Write C and the mark + L and the mark = ringed total.
- Award the answer a mark for **content** (C) [out of 5] and a mark for **language (L)** [out of 5] in accordance with the General Criteria table that follows. Write C and the mark + L and the mark = ringed total [out of 10].
- **Content** covers **relevance** (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the **development of ideas** (i.e. the detail/explanation provided and how enjoyable it is to read).
- **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).
- When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. You then have to decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but doesn't quite make it into the band above.
- When deciding on a mark for **content**, look at both **relevance** and **development of ideas**. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in the 4-5 mark band.
- When deciding on a mark for **language**, look at both the **style** and the **accuracy** of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in the 4-5 mark band.
- The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- If the essay is considerably **less than the stated word length**, it should be put in mark band 2-3 for content or lower for not fulfilling the task.
- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for Content and Language, even if it is enjoyable to read and fluent.
- If the essay is **partly relevant** and therefore in mark band 2-3, the full range of marks for Language are available.

Max. total for Exercise 6: 10 marks

Max. total for Exercise 7: 10 marks

GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 1 – CORE TIER)

Mark band	CONTENT: relevance and development of ideas	Mark band	LANGUAGE: style and accuracy
4-5	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • Development of ideas: Material is satisfactorily developed at appropriate length. 	4-5	<p>Safe:</p> <ul style="list-style-type: none"> • Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • Accuracy: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
2-3	<p>Partly relevant:</p> <ul style="list-style-type: none"> • Relevance: Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. 	2-3	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or haphazard.
0-1	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark. • No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. <p>NB: If essay is completely irrelevant, no mark can be given for Language.</p>	0-1	<p>Hard to understand:</p> <ul style="list-style-type: none"> • Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. Award 1 mark. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or haphazard. Award 0 marks.

Centre Number	Candidate Number	Name
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CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE

Paper 2 Reading and Writing

**0510/02
SPECIMEN**

[REVISED SYLLABUS from 2006]

2 hours

Candidates answer on the Question Paper.
No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen in the spaces provided on the Question Paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.
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Dictionaries are **not** allowed.

SPECIMEN PAPER

If you have been given a label, look at the details. If any are incorrect or missing, please fill in your correct details in the space given at the top of this page.

Stick your personal label here, if provided.

FOR EXAMINER'S USE

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Exercise 1

Read the following advertisement about courses at the Outdoor Activities Centre, and then answer the questions on the opposite page.

**WITH THE SEA ON YOUR DOORSTEP, A LARGE FLEET OF BOATS TO CHOOSE FROM,
AND A TEAM OF EXPERIENCED INSTRUCTORS, THE OUTDOOR ACTIVITIES CENTRE
IS THERE JUST FOR YOU!**



COURSES AVAILABLE:

DINGHY SAILING

Our state-of-the-art boats are chosen carefully to provide a wide range of safe and exciting learning opportunities. Instructors will take you through the basics of rigging, launching and sailing.

CATAMARAN SAILING

For those with little or no experience, this course is a good introduction to this fast and exciting form of sailing. If weather conditions are favourable, students should be able to handle a catamaran single-handedly during the course.

Cost for each course (age 16 years and over):

£165 non residential

£180 residential

CANOEING & KAYAKING

The Outdoor Activities Centre is the ideal venue for kayaking. With the sea close at hand, our one-day course will introduce the skill of kayaking at sea. There will be an opportunity to try a variety of different canoes and kayaks and to take part in a short kayak sea journey. To participate in these activities, under 18s must produce a signed note from their parent/guardian giving their consent at the time of booking.

WINDSURFING

Our centre runs a JUNIOR WINDSURFING CLUB on Monday and Wednesday evenings during the summer season and is open to anyone until they are 18 years old. Aimed at those who already have some windsurfing experience (level one surfer certificate or better), this club aims to give young windsurfers the opportunity to progress within a safe and exciting environment.

Cost: £7 per session or £6 per session if four sessions are booked in advance

SKIING AND SNOWBOARDING

This centre has three ski slopes - each surface is easy to ski on and soft to fall on. The slopes have ski lifts, are floodlit and are situated inside a hangar, offering an ideal learning environment whatever the weather. Ski slope activities need to be booked at least a fortnight in advance.

FIRST AID COURSES

Our special first aid courses are ideal for anyone concerned with outdoor sports, and last over a four to six week period. Our trainers are also sports instructors so they make sure that the first aid training given is always relevant for your sport or situation.

(a) How long does it take to complete the introduction to sea kayaking course?

.....[1]

(b) Who can join the Junior Windsurfing Club?

.....[1]

(c) How much does it cost someone staying at the Centre to learn to sail?

.....[1]

(d) How can a junior windsurfer save money?

.....[1]

(e) Why wouldn't a skiing lesson at the centre be cancelled in bad weather?

.....[1]

(f) What other useful experience do the first aid instructors have?

.....[1]

(g) Which course might require special parental permission if a younger person wishes to join?

.....[1]

(h) What is the maximum duration of a first aid course?

.....[1]

[Total: 8]

[Turn over

Exercise 2

The following newspaper article is about an area in the north of India where people frequently travel in search of adventure. Read it carefully and then answer the questions on the opposite page.

The Himalaya mountains are a favourite destination of more and more people. Improved transport, access to previously forbidden areas, and the increasing number of specialised tour operators have all contributed to a rapid rise in the number of tourists entering the area in the last three decades. This increase has caused problems throughout the region and in Nandra Devi in particular. Now conservation work has started to try and improve the situation.

NANDRA DEVI NATIONAL PARK

Nandra Devi lies 530 kilometres northeast of Delhi and is regarded by people living there as the most beautiful of the Himalaya mountains. The surrounding area is called the 'Valley of the Lost Horizon' and is rich in animal, plant and bird life.

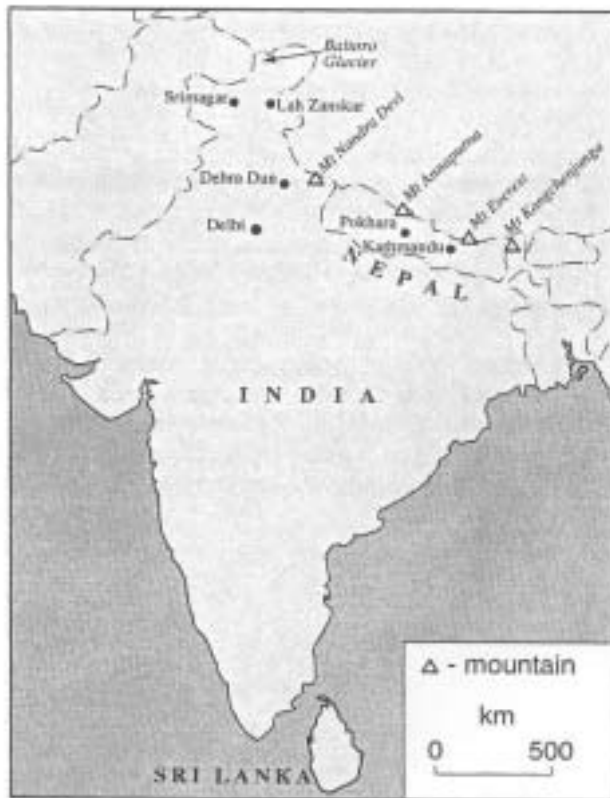
The Himalaya (which are a series of mountain ranges with valleys in between them) are the world's highest mountains, and run from southeast to northwest. They separate India from China, and evolved 80 million years ago, when hard volcanic rocks were thrust against soft sedimentary crust, forcing it upward. This process continues, and the mountains rise by up to 8mm each year.

Nandra Devi National Park opened to tourists in 1974 but, because there were no restrictions and no rules, the area had to be closed again in 1983 to give it time to recover from the destruction caused by the tourists. At the time of writing this article, the park is still closed.

Before the area was closed in 1983 the mountaineers, trekkers, naturalists, ornithologists, botanists, geologists and researchers who entered the area in their thousands had a devastating effect. There were three main problems as a result. The first problem was overgrazing, caused by the large number of pack animals needed to support expeditions. This meant

that the natural vegetation was replaced by very much harder kinds of grass and other plants which the animals would not eat. The trouble was that the native wild animals wouldn't eat it either. Second, the porters who accompanied the expeditions to Nandra Devi were often not supplied with fuel for cooking or with tents for shelter. This meant that large numbers of trees were cut down both for cooking fires and to build shelters. Thinning out the forests eroded the topsoil and plant life was disturbed, causing unstable conditions. Third, the amount of rubbish increased and became a significant problem made worse by huge amounts of unused equipment which was just dumped by departing mountaineering expeditions. Medicines that had been left behind entered the water system. This caused river pollution and was harmful to wildlife. According to Dr Ahmed Patel of the Tenzing Conservation Institute, 'the dreadful consequences of this pollution will probably not be fully known for another two or more generations -- drastic action is needed to stop things getting even worse.'

The area of Nandra Devi has been chosen as one of twelve areas in India which are going to be preserved as areas of special interest. It is certainly true that if it is going to be opened again to tourists there will have to be rules to make sure that damage does not occur again.



(a) Give **two** reasons why the number of tourists visiting the Himalaya area increased.

.....[2]

(b) Give **two** reasons why the Nandra Devi area is special.

.....[1]

(c) What annual change happens to the mountains?

..... [1]

(d) Why did the park have to close in 1983?

.....[1]

(e) What was the main problem with the new types of grass?

.....[1]

(f) Explain why the trees being cut down caused problems.

.....[1]

(g) What were the effects of the discarded medicines?

.....[1]

(h) Based on what you have read, make a list of six points of advice which you would give to an expedition visiting Nandra Devi.

-
 -
 -
 -
 -
 -
- [6]

[Total: 14]
[Turn over

Exercise 3

Kim Jones is 16 and attends ABC International School, 321 Town Road, Antananarivo, the capital of Madagascar (situated in the Indian Ocean, and the world's fifth largest island). The school's email address is ABC@education.org.mg, and its office telephone number is 867300 (putting code 261 before it if dialling from outside Madagascar). In an emergency when the school is closed, the school secretary, Ms Smith, may be contacted on 867324. Kim's school has recently been lucky to win an *amazing* prize in a competition. The prize is for a group of students (plus two of their teachers) to visit Toronto, Canada, to attend a Special Educational Residential Course – entirely free of charge. They will be staying at the Course Centre during their visit.

Twenty students at Kim's school (including Kim) - ten boys and ten girls – will attend the course, and they will be accompanied by their teachers Ms A. Roma and Mr V. Zachariah. The students will be accommodated in pairs, with boys and girls occupying separate accommodation blocks. The course will last for four days, from Monday 17 July until Thursday 20 July inclusive, but because of the long journey involved the group will need to arrive one day before the start of the course, departing after breakfast on 21 July. They will fly out from Madagascar's main airport, and the number of the flight they have booked is MM001. The daily programme for the course will begin at 8.15 each morning. At the weekend, lunch is served at 1.00 pm, but is one hour earlier on all other days. The course finishes each day at 4.00 pm and then there is a relaxation period of one hour, and study preparation of one and a half hours before dinner.

There are facilities available for the group to relax, and there will be one afternoon of a choice of organized activities. In Kim's group most of the students are interested in drawing and painting, and table tennis and/or performing plays; the rest enjoy swimming and going for long walks. At the course Centre there is a swimming pool (but it is open on Saturdays and Sundays only). One of the days of the course will involve a tour of the historic sights of Toronto, with a packed lunch provided; transport by bus can be supplied if requested. Eleven of the students in the group are strict vegetarians, and one of them is seriously allergic to wheat. Just over a third of the group speak Malagasy as their 'main' language when they are back at home with their families; the main languages spoken by the others are (in alphabetical order): Afrikaans, Arabic, Dhivehi, French, Greek, Kreol, Mandarin, Setswana, Spanish, Turkish and Urdu. All the students in Kim's group are used to talking to their teachers and to each other in English at school, and they are all studying it for an IGCSE examination.

So that everything will run smoothly, the Course Centre organizers need Kim's school to give them some information before arrival, and the task has been given to Kim.

Imagine you are Kim, and complete the form on the following page.

TORONTO COURSE CENTRE - INFORMATION SHEET
Complete all sections, and send to us at 1550 Helligan St., Toronto, Canada

Section A (Use block capitals in this section.)

Name of person completing this form.....
Name of organization
Postal address (including country).....
.....
Contact telephone number out of hours (in emergency)
Duration of stay (give dates):
Student accommodation required: number of female rooms..... number of male rooms.....

Section B

To help us plan your leisure time

Tick the **three** activities at the Centre most suitable for your group during your stay:

Art Basketball Dance Drama Pottery Swimming Walking

Suggest one other activity not listed above:

.....

Which one language should the tour guide use with your group during your tour of Toronto?

Arabic English French Spanish Other (please state).....

Section C

To help our catering staff...

For each meal, circle the better start time to suit your group

Lunch: 12.00 13.00
Dinner: 17.45 18.45

Specify any special dietary requirements:.....
.....

Section D

Write **one sentence** of 12-20 words to tell us what you are most looking forward to during your time in Toronto.

.....
.....

[Total: 8]

[Turn over

Exercise 4

Read the following article about saffron, a substance which is obtained from a flower.

Then complete the notes on the opposite page.

SAFFRON



Saffron is sometimes referred to as the “Royal Flower” because in ancient Greece saffron was used as a royal colour. In ancient Rome, citizens added it to their bath water to make it fragrant. In India, it was – and still is – an essential cookery ingredient. Saffron was also strewn on the ground of early theatres for its fragrance.

But where did saffron originate? There are claims that it came from the Mediterranean area and was cultivated and used extensively in Greece, Rome and Asia Minor. It was introduced into Spain in the tenth century, and in the thirteenth century it reached China.

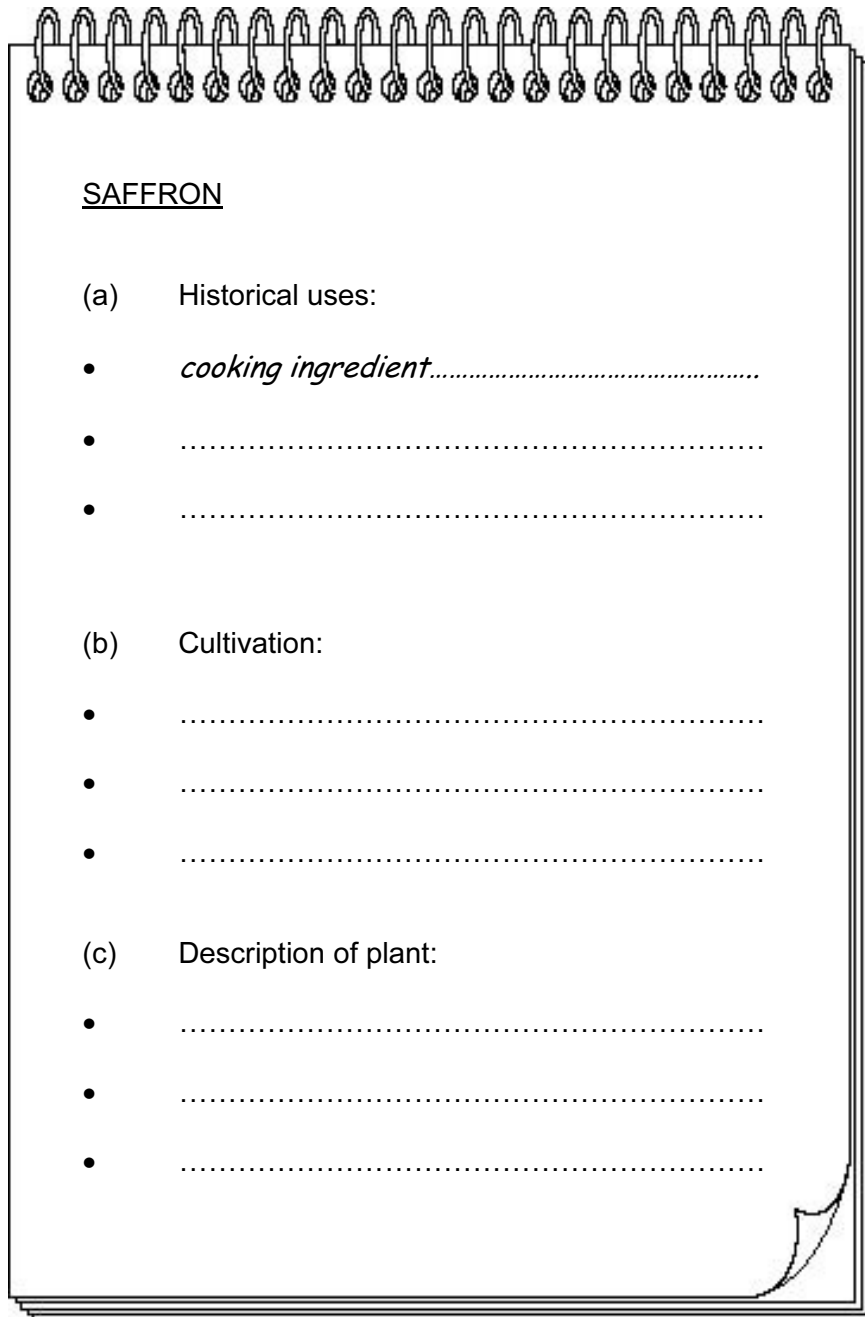
The cultivation of saffron is an art. The seeds have to be sown on a slope. Prior to that, a separate one square metre bed has to be prepared for the saffron for three seasons. The saffron bulbs have a life of about fourteen years. No artificial fertiliser or irrigation is used. The bulbs are planted in July/August and the plant grows to a height of 5-6 cm only. Each flower has six lilac-coloured petals and each bulb produces only one or two flowers. A flowerbed usually contains 12-16 flowers, but more than a million flowers are needed to produce a kilogram of this expensive spice.

When the saffron flowers are in full bloom, entire villages gather to collect thousands of flowers until the fields have been completely harvested of saffron flowers. Saffron itself is derived from the long stigmas of these flowers after the flowers have been handpicked and carefully dried under the sun.

About 3,000 acres in the region of Kashmir is devoted to saffron cultivation, and this area gives yield to about 5,000 kilograms of saffron annually. In India, saffron growing is restricted to Kashmir, but further afield Iran and Spain are both saffron producers, with France, Sicily and England also growing small quantities.

Saffron still remains a very expensive and sought after spice. Perhaps it will be grown on a wider basis in the future in order to satisfy demand and help to lower its cost.

You are going to give a short talk about saffron to your class. Make **three** short notes under each heading below as a basis for your talk. The first note has been done for you.



SAFFRON

(a) Historical uses:

- *cooking ingredient*.....
-
-

(b) Cultivation:

-
-
-

(c) Description of plant:

-
-
-

[Total: 8]

[Turn over

Exercise 5

Read the following article about a snake park, and then write a summary of its aims.

Your summary should be one paragraph of no more than 100 words.

You should use your own words as much as you can.

You will be given up to 6 marks for relevant points that you make and up to 4 marks for the way in which you write about these points.



SNAKES ALIVE!

In the middle of Katraj Snake Park, Mr Khaire, the director of the park, and his team look after a host of poisonous and non-poisonous snakes which live in specially dug pits. The aim of the park is to educate visitors about snakes.



Mr Khaire's interest in snakes began during the monsoon of 1969 when he saved the life of a poisonous snake in a holiday camp he was managing at the time. He later released the snake safely into the wild. Khaire then bought a book about snakes and began to study. He rescued snakes which were in danger of being beaten to death and released them. As a result, he realised that 85% of snakes are not poisonous. They are largely harmless and generally only bite when provoked or threatened. Khaire realised that he had found his mission in life: to educate people about snakes.

To reinforce this idea, Mr Khaire carried out a stunt. This involved spending 72 hours in a glass enclosure with 72 poisonous snakes. He was hoping to clear up misconceptions about snakes. His experiment attracted a lot of attention and created awareness about these reptiles. Following this, he approached the authorities for a space in which to create a snake park. Here snakes could be kept to educate the public and rescued snakes could find shelter. Four snakepits were dug and an exhibition hall was built. The park was opened in 1986 and since then Mr Khaire and his team of volunteers have been looking after the snakes. They maintain the park, give lectures, create exhibitions and conduct research about snakes. They also identify rare types of snake and study their breeding patterns.

Although the initial objectives of the snake park were to rescue, release, breed and create awareness about snakes, the team also nurse and release other lost and injured animals and birds. All can find a shelter there and become part of the snake park family until fully recovered. An orphanage was created in order to nurse these extra creatures back to health.

The snake park team is always busy. Zoos with reptile problems often contact the park for information, and people who have spotted a snake near their homes call the snake park frequently for help!

Exercise 6



COMPETITION

YOUNG TRAVEL WRITER

We would like you to tell us about a place you
have visited.

Where did you go? Why was it memorable?

Write us a short article!

Excellent prizes to be won! See your writing in
print!

Age groups: 16-19 and 20 plus

For more information visit: www.travelwriter.com

You have just read a poster about a travel writing competition and decide to enter.

Write your entry for this competition.

Your article should be about 150-200 words long.

Don't forget to include :

- where you went and how you travelled there
- why you have chosen this place
- your impressions of the place.

You will receive up to 9 marks for the content of your article and up to 9 marks for the style and accuracy of your language.

Exercise 7

Your school/college is planning to introduce compulsory sport/PE for all students, every day.

Here are some comments from some students in your class:

"I hate doing sport, especially team games."

'It's great - we'll all become much healthier because of this.'

"A bad idea – we will lose vital time to prepare for exams which are much more important!"

"I don't mind – just as long as we have a good choice of things to do."

Write an article for your school/college magazine giving *your* views about the issue.

Your article should be about 150-200 words long.

The comments above may give you some ideas, but you are free to use any ideas of your own.

You will receive up to 9 marks for the content of your article and up to 9 marks for the style and accuracy of your language.

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MARK SCHEME for SPECIMEN PAPER 2**0510 ENGLISH AS A SECOND LANGUAGE****0510/02****Paper 2 (Reading and Writing – Extended), maximum mark 84**

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners would initially be instructed to award marks subject to further discussions (e.g. in the light of script evidence) at examiner coordination meetings.

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.



UNIVERSITY *of* CAMBRIDGE
International Examinations

MARK SCHEME FOR SPECIMEN PAPER 2

NB Refer to the Instructions to Examiners Booklet for general marking guidance.

Exercise 1: Outdoor Activities Centre

- | | | |
|------------|---|-----|
| (a) | 1 day | [1] |
| (b) | anyone under 18 / under 18s / 0-17 year olds | [1] |
| (c) | £180 | [1] |
| (d) | by booking 4 sessions (minimum) in advance (for £6 per session) | [1] |
| (e) | held indoors/held in a hangar | [1] |
| (f) | (instructors are) also (outdoor) sports coaches/instructors | [1] |
| (g) | canoeing & kayaking (course) | [1] |
| (h) | six weeks | [1] |

Max total for exercise: 8

Exercise 2: Nandra Devi National Park

- (a)** Two points (*award 1 mark for each point, up to a maximum of 2 marks*) from:
(there is) improved transport / access to previously forbidden areas / increasing number of specialised tour operators [2]
- (b)** two points from: it's beautiful / rich in animal / plant / bird life [2]
(NB 2 reasons are needed for 1 mark) [1]
- (c)** rise (up to 8mm) [1]
- (d)** to give it time to recover / (from) destruction by the tourists [1]
- (e)** animals couldn't eat it / it was too tough to eat [1]
- (f)** eroded topsoil [1]
- (g)** river pollution, harming wildlife [1]
- (g)** *tick and number from the points below. Award 1 mark for each point*
- | | | |
|----|---|-----|
| 1. | take shelter / tents | |
| 2. | take fuel for cooking | |
| 3. | take feed for animals | |
| 4. | don't cut down trees | |
| 5. | don't dump rubbish / equipment / litter | |
| 6. | don't dump medicines / pollute the rivers | [6] |

Max. total for exercise: 14 marks

Exercise 3: Toronto Course Centre

For all items within Sections A-C of this information transfer exercise, spelling must be completely accurate for the mark to be awarded.

Section A

- KIM JONES [1] (*Accept JONES KIM*)
- ABC INTERNATIONAL SCHOOL [1]
- 321 TOWN ROAD, ANTANANARIVO, MADAGASCAR [1]. (All elements of the address are needed to score. *Accept '...Madagascar, Indian Ocean'; but not the lift 'Madagascar situated in the Indian Ocean'*) (*The candidate may use either or both lines provided; as long as the different parts of the address are distinct (e.g. by commas or spaces) Allow a comma after 321 ('321, Town Road,' ...)*)
- 261-867324 **or** 261867324 **or** (261) 867324 [1] (*Do not accept 867324 on its own*)
- (Sunday) 16 July - (Friday) 21 July. [1]. Accept numerical dating conventions (e.g. 16/07), as long as clearly laid out.
- 5 (female rooms) 5 (male rooms) [1] (may be written as 'five')
- For use of capital letters: [1] if used throughout section. 0 marks if not. (NB: Answers to the questions in this section may still score if capitals have not been used.)

Section B

- Art Drama Walking – these three boxes should contain ticks to gain [1]. Allow a tick against the box, or the word. (Do not award the mark if there are more than three ticks.)
- table tennis [1]
- English box to be ticked [1]. If there are any other ticks, or the 'Other.....' line has been completed, no mark can be awarded.

Section C

- Lunch - 12.00 (with a circle around the time); Dinner - 16.45 (with a circle around the time). Both needed for [1] If the candidate has circled both the meal word and the correct time, the mark can be allowed
- 11 vegetarians, 1 allergic to wheat. All elements of this are needed for [1] (allow variety of expression of this (e.g. vegetarian: 11; wheat allergy: 1). Also allow a straight lift of the sentence 'Eleven of the students in the group are....')

Add the points for Sections A, B and C, and then HALVE the total (rounding up). Add this mark to the mark for Section D.

Section D

It is expected that most candidates will write a sentence that picks up one or more aspects of the information provided in the question paper, but they are not *required* to -- as long as what is written has broad relevance to the context, they may score.

Mark this sentence as follows:

2 marks: no fewer than 12 and no more than 20 words; proper sentence construction; correct spelling and punctuation; relevant to context

1 mark: no fewer than 12 and no more than 20 words; proper sentence construction; 1-3 errors of punctuation and/or spelling that do not obscure meaning; relevant to context

0 marks: more than 3 errors of punctuation and/or spelling; AND/OR irrelevant to context; AND/OR not a proper sentence; AND/OR fewer than 12 or more than 20 words.

Add the halved mark for Sections A-C (out of 6) to the mark for Section D (out of 2) to get a score out of a maximum of 8 marks.

Max. total for exercise: 8 marks

Exercise 4: Saffron

Tick and number points below. Each distinct point carries 1 mark. Up to 2 marks may be awarded for Section (a) of the form, and up to 3 marks in each of sections (b) and (c).

(a) Historical uses -- up to 2 points from:

- 1 royal colour
- 2 bath salts/add to bathwater/fragrancy
- 3 strewn in theatres/perfume theatres

(b) Cultivation -- up to 3 points from:

- 4 seeds sown on slope
- 5 saffron bed prepared for 3 previous seasons
- 6 flowerbed = 12-16 flowers/a separate 1 square metre bed has to be prepared
- 7 no artificial fertiliser/irrigation
- 8 planted July/August

(c) Description of plant – up to 3 points from:

- 9 5-6 cm high
- 10 6 lilac coloured petals
- 11 1-2 flowers
- 12 long stigmas

Max total for exercise: 8

Exercise 5: Snake Park

Count words and do not mark anything exceeding 100 words, as specified in the question. (Candidates will not be assessed on anything they have written after this limit, but will not be penalised *per se* for exceeding it.)

Content: up to 6 marks
(number the points made when marking)

Aims of the snake park: (1 mark for each point up to max. of 6)

- 1 educate people about snakes
- 2 rescue snakes/give them shelter/look after
- 3 release snakes
- 4 remove misconceptions/create awareness
- 5 study snakes/lectures/research/exhibitions
- 6 identify snakes
- 7 study breeding patterns of snakes/breed snakes
- 8 creation of 'orphanage'/nurse them and other animals
- 9 offer information to other zoos/other people who spot snakes in their gardens

Language: up to 4 marks

0	meaning obscure because of density of language problems and serious problems with expression / nothing of relevance
1	expression weak / reliance on lifting without discrimination
2	expression limited / some reliance on lifting from the original, but some sense of order
3	expression good, with attempts to group and sequence ideas in own words
4	expression very good: clear, orderly grouping and sequencing, largely own words

Add content and language marks to get a mark out of 10.

Max total for exercise: 10

Exercise 6: Writing 1**Exercise 7: Writing 2**

The following general instructions, and table of marking criteria, apply to both exercises.

- Award the answer a mark for **content (C)** [out of 9] and a mark for **language (L)** [out of 9] in accordance with the General Criteria table that follows. Write C and the mark + L and the mark = ringed total [out of 18].

- **Content** covers **relevance** (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the **development of ideas** (i.e. the detail/explanation provided and how enjoyable it is to read).
- **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).
- When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. You then have to decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but doesn't quite make it into the band above.
- When deciding on a mark for **content**, look at both **relevance** and **development of ideas**. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in one of the top three mark bands. When deciding on a mark for **language**, look at both the **style** and the **accuracy** of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in one of the top three mark bands. The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- If the essay is considerably **less than the stated word length**, it should be put in mark band 2-3 for content or lower for not fulfilling the task.
- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for Content and Language, even if it is enjoyable to read and fluent.
- If the essay is **partly relevant** and therefore in mark band 2-3, the full range of marks for Language are available.

Max. total for Exercise 6: 18 marks

Max. total for Exercise 7: 18 marks

GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 2)

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8-9	<p>Highly effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained. 	8-9	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • Accuracy: None or very few errors. Well-constructed and linked paragraphs.
6-7	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	6-7	<p>Precise:</p> <ul style="list-style-type: none"> • Style: Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
4-5	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • Development of ideas: Material is satisfactorily developed at appropriate length. 	4-5	<p>Safe:</p> <ul style="list-style-type: none"> • Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • Accuracy: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
2-3	<p>Partly relevant:</p> <ul style="list-style-type: none"> • Relevance: Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. 	2-3	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or haphazard.
0-1	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark. • No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language. 	0-1	<p>Hard to understand:</p> <ul style="list-style-type: none"> • Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. Award 1 mark. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or haphazard. Award 0 marks.