

# Mark Scheme (Results) November 2009

IGCSE

## IGCSE English as a Second Language (4357) Paper 1

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November 2009

Publications Code UG022318

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Question Number	Answer	Mark
1	J	(1)

Question Number	Answer	Mark
2	E	(1)

Question Number	Answer	Mark
3	H	(1)

Question Number	Answer	Mark
4	M	(1)

Question Number	Answer	Mark
5	B	(1)

Question Number	Answer	Mark
6	G	(1)

Question Number	Answer	Mark
7	L	(1)

Question Number	Answer	Mark
8	K	(1)

Question Number	Answer	Mark
9	C	(1)

Question Number	Answer	Mark
10	F	(1)

Question Number	Answer	Mark
11	False	(1)

Question Number	Answer	Mark
12	True	(1)

Question Number	Answer	Mark
13	Not Given	(1)

Question Number	Answer	Mark
14	True	(1)

Question Number	Answer	Mark
15	False	(1)

Question Number	Answer	Mark
16	True	(1)

Question Number	Answer	Mark
17	Not Given	(1)

Question Number	Answer	Mark
18	True	(1)

Question Number	Answer	Mark
19	False	(1)

Question Number	Answer	Mark
20	True	(1)

Question Number	Answer	Mark
21	C	(1)

Question Number	Answer	Mark
22	C	(1)

Question Number	Answer	Mark
23	A	(1)

Question Number	Answer	Mark
24	B	(1)

Question Number	Answer	Mark
25	D	(1)

Question Number	Acceptable Answers	Reject	Mark
26	trench / deep-sea canyon Monteray trench		(1)

Question Number	Acceptable Answers	Reject	Mark
27	submersibles / robotic vessels camera/specialised camera		(1)

Question Number	Acceptable Answers	Reject	Mark
28	manipulator arm		(1)

Question Number	Acceptable Answers	Reject	Mark
29	(lightweight) titanium titanium metal		(1)

Question Number	Acceptable Answers	Reject	Mark
30	air pockets air sacs		(1)

Question Number	Acceptable Answers	Reject	Mark
31	buoyancy		(1)

Question Number	Acceptable Answers	Reject	Mark
32	Enlarged enlarged eye		(1)

Question Number	Acceptable Answers	Reject	Mark
33	bioluminescence		(1)

Question Number	Acceptable Answers	Reject	Mark
34	organic waste / marine snow		(1)

Question Number	Acceptable Answers	Reject	Mark
35	chemosynthesis		(1)

Question Number	Acceptable Answers	Reject	Mark
36	cold seeps / floor vents / ocean vents vents		(1)

Question Number	Acceptable Answers	Reject	Mark
37	diet / food food source/actual food		(1)

Question Number	Acceptable Answers	Reject	Mark
38	(entire) ecosystem		(1)

Question Number	Acceptable Answers	Reject	Mark
39	osedax / Osedax		(1)

Question Number	Acceptable Answers	Reject	Mark
40	oxygen / oxygenated water		(1)

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

Question Number	Indicative content	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)

Question Number	Points to be included in the summary
Section F	<p><b>PROCESSES</b></p> <ol style="list-style-type: none"> <li>1. He created a rapid freezing process so that the food was not damaged (did not get soggy or contain large chunks of ice)</li> <li>2. Food and vegetables were prepared in advance and then frozen. He also froze individual portions of fish.</li> </ol> <p><b>ADVANTAGES</b></p> <ol style="list-style-type: none"> <li>1. Food maintained its freshness, taste and dietary benefits</li> <li>2. Convenient - ready to use - reduced time spent in the kitchen</li> </ol> <p><b>SLOW TO BE ACCEPTED - REASONS</b></p> <ol style="list-style-type: none"> <li>1. Location of frozen food in shops - unfamiliar</li> <li>2. Expensive</li> <li>3. Not many people's homes had freezers</li> </ol>



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.			

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

## Assessment criteria: writing skills assessment grid





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Order Code UG022318 November 2009

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