

# Mark Scheme (Results)

June 2011

International GCSE

English as a Second  
Language – 4ES0\_01

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## 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
<b>1</b>	G	<b>(1)</b>

Question Number	Answer	Mark
<b>2</b>	F	<b>(1)</b>

Question Number	Answer	Mark
<b>3</b>	I	<b>(1)</b>

Question Number	Answer	Mark
<b>4</b>	A	<b>(1)</b>

Question Number	Answer	Mark
<b>5</b>	I	<b>(1)</b>

Question Number	Answer	Mark
<b>6</b>	E	<b>(1)</b>

Question Number	Answer	Mark
<b>7</b>	B	<b>(1)</b>

Question Number	Answer	Mark
<b>8</b>	E	<b>(1)</b>

Question Number	Answer	Mark
<b>9</b>	D	<b>(1)</b>

Question Number	Answer	Mark
<b>10</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>11</b>	Not Given	<b>(1)</b>

Question Number	Answer	Mark
<b>12</b>	Not Given	<b>(1)</b>

Question Number	Answer	Mark
<b>13</b>	False	<b>(1)</b>

Question Number	Answer	Mark
<b>14</b>	True	<b>(1)</b>

Question Number	Answer	Mark
<b>15</b>	True	<b>(1)</b>

### For Questions 16 – 25

Do not accept any answers containing more than two words even if the acceptable answer makes up part of the response.

Spelling must be correct in all instances.

If the student gives more than one answer (eg A/B) and the correct answer is present, mark it correct.

Question Number	Acceptable Answers	Reject	Mark
<b>16</b>	(most/very) frustrating	frustrating thing(s)	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>17</b>	year out/ "year out"/year-out/ Year Out (any form combination as long as the words year out are present)		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>18</b>	combination mix	ture/collection/ programme/variety/year	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>19</b>	England (capital E needed)	england	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>20</b>	physically challenging	fundraising/creative/ (physical)challenging/ physical/physically	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>21</b>	(long-term) gains / advantages	opportunities short-term advantages	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>22</b>	(department) store	department	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>23</b>	(fundraising) events / (original) things	activities/some events	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>24</b>	(money) worries/costs	cost/money/loans	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>25</b>	determination/initiative det	erminations creativity	<b>(1)</b>

### For Questions 26 – 35

Do not accept any answers containing more than three words even if the acceptable answer makes up part of the response.

Spelling must be correct in all instances.

If the student gives more than one answer (eg A/B) and the correct answer is present, mark it correct.

Question Number	Acceptable Answers	Reject	Mark
<b>26</b>	(Greek)city	(city of) Olympia city called Olympia the city Olympia	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>27</b>	cook (from Elis)	Coroebus Greek / (Greek) man man (named Coreobus)	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>28</b>	soldiers/messengers soldiers and messengers	professionals (free-born) Greeks	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>29</b>	wreath or garland wreath/garland	official prize	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>30</b>	(The year)1900 (April)	1896	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>31</b>	modern era (must have both words)		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>32</b>	interlocking	ring/rings interlocking ring(s) different coloured (interlocking) blue/ yellow/black/green/red	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>33</b>	(new) stadium / 66,000 seater stadium	seater stadium/sixty-six thousand seater stadium /newly-built stadium	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>34</b>	women (athletes/competitors/entrants)	(female) athletes/competitors/entrants	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>35</b>	popularity	(number of) countries/women's events/games/athletes/new sports	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>36</b>	B		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>37</b>	A		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>38</b>	B		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>39</b>	B		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>40</b>	C		<b>(1)</b>

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	<p>Indicative content</p> <p><u>The differences between ice cream and sorbet</u>  Ice cream = made from dairy products, dessert and high in fat  Sorbet = made from sweetened water, can be served before the main course, low in fat</p> <p><u>Ice cream before the twentieth century</u>  Milk first used as a main ingredient by the Arabs in the 10<sup>th</sup> Century  Ice cream sweetened with sugar and flavoured  A very popular dessert with the Arabs</p> <p><u>The origins of sorbet</u>  Middle Eastern drink <i>charbet</i>  Roman creation  Marco Polo brought a recipe to Italy from China in the 13<sup>th</sup> Century  Introduced in France in 1533  17<sup>th</sup> century widespread across Europe</p>	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 D, E, and F.**

<b>Mark</b>	<b>Communicative quality</b>	<b>Lexical accuracy and range</b>	<b>Grammatical accuracy and range</b>	<b>Effective organisation</b>
<b>5</b>	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.
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	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.
<b>0</b>	The candidate has made no attempt to address the task. What the candidate has produced is insufficient and cannot be read or marked.			



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