

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

## Section A: Reading

## select and summarise information and ideas

Question	Mark		Answer
2	8		<b>The advantages that the compost machine has brought to the village and the villagers.</b>
		1	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
		6	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
		11	produces plenty/ten barrels a day
			<i>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.</i>

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

Award 0 where performance fails to meet the lowest description.