UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS GCE Advanced Subsidiary Level

MARK SCHEME for the June 2006 question paper

8004 GENERAL PAPER

8004/01, 02, 03 Papers 1-3

Maximum raw mark 100

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 were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

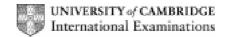
All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the Report on the Examination.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 1	Mark Scheme	Syllabus	Papers
	GCE AS LEVEL – June 2006	8004	1, 2, 3

USE OF ENGLISH (maximum 20 marks)

All mistakes must be underlined and the nature of the error clearly shown in the right hand margin:

S = spelling

P = punctuation

G = grammar

E = clumsy or awkward expression.

When a mistake is repeated, please underline it in the text.

Refer to the Use of English criteria table.

Examiners should match the overall quality of the English with one of the six general descriptors (ranging from 'very poor' to 'excellent') as the first stage of the Use of English assessment. The quality statements which are typically found within each band should help in placing the mark for English at the appropriate place within the identified range. The statement of error incidence within each band will further assist. The criteria should be used with some flexibility; Examiners should look for a best fit.

CONTENT (maximum 30 MARKS)

Marking should be based on scope, choice, relevance of material; maturity of thought; perception, reasoning power – again a flexible approach is advised.

In the left hand margin, each valid point must be noted. Repetition ('rep.') and irrelevance ('irr.') must also be noted.

Refer to the Content criteria table.

Examiners should make an initial general quality judgement using one of the five descriptors, (bearing in mind photocopies of scripts discussed at the Co-ordination meeting). This <u>overall</u> judgement should then be refined within the identified band to arrive at the mark the essay merits. Please note that although the characteristics of each band are typical of work within that range, they are neither inclusive nor exclusive but are for guidance only.

Page 2	Mark Scheme	Syllabus	Papers
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USE OF ENGLISH CRITERIA TABLE

	Marks		
Band 1		fully operational command of English	
('excellent')		(near) native fluency	
(chosilon,		authentic idioms and expressions	
	18 – 20	(near) faultless grammar	
		appropriate and ambitious vocabulary	
		excellent spelling	
		· · ·	
		correct punctuation very law error fraguency	
Band 2		very low error frequency effective command of English	
('good-			
very good')	14 – 17	good use of idioms and expressions	
very good /	14-17	reasonably fluent	
		few grammatical inaccuracies	
		good range of relevant and perhaps ambitious vocabulary	
		good spelling	
		few punctuation errors	
D 10		low error frequency.	
Band 3		reasonable command of English; meaning is not in doubt	
('average')	40 40	generally appropriate use of idioms and expressions	
	10 – 13	some fluency	
		 some grammatical errors but an acceptable standard overall. 	
		fair (possibly limited) range of vocabulary	
		 sound spelling with few lapses 	
		some careless punctuation	
		average error frequency	
Band 4		inconsistent command of English	
('below		hesitant fluency	
average')	6 – 9	meaning mostly clear	
		 some inappropriate idioms and expressions 	
		regular grammatical errors	
		limited vocabulary	
		some spelling and punctuation errors	
		above average error frequency	
Band 5		poor command of English	
('weak')	3 – 5	poor fluency	
		often incorrect use of idioms and expressions	
		meaning often breaks down or lacks clarity	
		insecure grammar – frequent rudimentary errors	
		limited and sometimes inappropriate vocabulary	
		frequent spelling and punctuation mistakes	
		high error frequency	
Band 6		virtually every line with (many) errors	
('very		no real functional command of English	
weak')	0 – 2	no fluency	
		often incomprehensible use of idioms and expressions	
		very poor grammar	
		full of basic error	
		very poor range of vocabulary	
		meaning often unclear / incomprehensible	
		no effective communication	
		very frequent errors in spelling and punctuation	
		extremely high error frequency	

Page 3	Mark Scheme	Syllabus	Papers
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CONTENT CRITERIA TABLE

Band 1 'excellent' Band 2 'good-very good'	26 – 30 20 – 25	 ample material; totally relevant, interesting, perceptive, with evidence of originality thoughtful illustration using local/regional/national/ international examples coherent discussion, displaying balance, sensitivity, awareness and maturity of approach ample material; totally (or near totally) relevant, perceptive but not as original or as well illustrated as
		 answers in Band 1 sound balance; well structured good knowledge of topic demonstrated
Band 3 'average'	13 – 19	 ample, competent, workmanlike, if predictable subject matter little flair balance perhaps not ideal but shows fair knowledge and generally sticks to the question
Band 4 'below average'	7 – 12	 not bereft of sense and reasoning, but content is predictable/ dull ideas vague and/or lacking sustained development may be attempting to modify a prepared essay to fit the question without real success largely relevant but some (short) digressions not much apt illustration unconvincing balance
Band 5 'weak'	3 – 6	 vague, confused ideas, inadequate content; more significantly digressive than a Band 4 answer limited relevance; little or no use of examples poor knowledge of topic question largely misunderstood.
Band 6 'very weak'	0-2	 very vague, confused ideas content is largely or completely irrelevant to the task; no relevant examples very little or no knowledge shown of the topic question has been completely misunderstood