Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners’ meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.
Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively:**

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.
Report on Global Literacy

Literacy is a key skill which is used to measure the education of a population. The international community consider literacy as a key facilitator and goal of development. Having basic reading and writing skills is very important as it enhances the working capabilities of a person and enables them to participate fully in society. It also drives sustainable development with reduced poverty, improved health and nutrition, and greater participation in the labour market. Without literacy skills, workers are stuck in the lowest paid jobs and their standard of living remains low.

Literacy rates are judged by looking at the percentage of people over 15 in a country who can read and write. Global literacy levels are higher than ever with adult literacy at 85% and youth literacy at 91%. However, 758 million (17%) of the world's adult population still lack basic reading and writing skills.

The Generation Gap

The earliest forms of written communication date back to 3500 BC when only a very small number of people learnt to read and write. In those days, people who knew how to read and write held public performances to display their skills. For centuries literature was a restricted technology closely associated with the exercise of power. In the 19th century access to education was limited and, as a result, only 12% of the world population were able to read and write. Literacy accelerated in the 20th century when basic education became a global priority. Today the younger generation are better educated than ever before and estimates of global literacy and school attendance are above 80%.

Current Trends

In most developed countries literacy rates are at, or near 100%. All countries outside of Africa and Afghanistan have literacy rates above 50%. The poorest countries in the world, often where basic education is limited, are large segments of the population who are illiterate. The lowest literacy rates are observed in sub-Saharan Africa and in Southern Asia. Youth literacy rates (aged 15 to 24) are generally higher than adult rates, reflecting increased access to good education and schooling among the younger generations. Nevertheless, youth literacy rates remain low in several countries, which suggests problems with low access to schooling, early school leaving or a poor quality of education.

In Southern Asia basic literacy skills have more than doubled in 50 years from 39% to 84% today. Similarly the literacy rate was very low in Bhutan (15%) and Nepal (21%) with both countries making tremendous progress over the years to reach 87% and 85% respectively.

The Gender Gap

In many countries there is a large difference in literacy rates across generations. The high youth literacy rates indicates that as time passes, the literacy rate for the overall population will continue to increase. These changes are happening particularly quickly in the least educated regions of our world such as Northern Africa and the Middle East where drastic improvements have been seen in just one generation.

Gender is one of the biggest reasons why children are denied an education. Efforts to expand literacy skills among women and girls often face deeply rooted social barriers. Poverty forces many families to choose which child to send to school and illiterate parents may not readily appreciate the value of literacy for their daughters. This is prevalent in traditional, rural societies where the expectation is that girls will remain at home. Despite recent
advances in education for girls, a generation of young women has been left behind with over 100 million in developing countries unable to read a single sentence.

**Literacy Rates and Economic Growth**

The economic prosperity of a country depends entirely on the resources it has. Developing the skills and knowledge of the population is regarded as a key strategy for promoting national economic growth. Recent studies have suggested that investment in human capital such as education and skills training, is three times as important to growth over time as investment in physical capital, such as machinery and equipment. Skills investment will yield large returns. A country that focuses on promoting strong literacy skills widely throughout its population will be more successful in fostering growth and wellbeing than one in which the gap between high-skill and low-skill groups is large.

**Progress**

Adult and youth literacy rates have improved and the gender gap has shrunk significantly in all regions of the world. Over the past 25 years the following progress has been made in global literacy rates:

- **adult from 76% to 85%**
- **youth from 83% to 91%**
- **women from 71% of the older cohort to 90%**

Despite this progress, gender disparity in youth literacy remains persistent in almost one in five countries. One of the few exceptions is Lesotho, where there is a large disparity at the expense of young men. Nevertheless, real progress occurred in all countries, and although disparities still exist, they are not as large as they were 50 years ago.

The momentum of progress must be maintained and continuing efforts made in all countries to ensure that everyone, regardless of age and sex, acquires reading and writing skills, as called for in the new global Education 2030 agenda. Raising literacy levels remains a formidable challenge across the world.

**Table**

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<th>World Region</th>
<th>1990</th>
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<th>2011</th>
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<td>97%</td>
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<td>63%</td>
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<tr>
<td>Sub-Saharan Africa</td>
<td>53%</td>
<td>57%</td>
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The regions of Eastern Asia, Northern Africa, Southern Asia and Western Asia have made the greatest progress in adult literacy. The table below shows the progress made in each world region over the past 25 years.
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<tr>
<th>Title</th>
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<th>Pub_Date</th>
<th>Binding</th>
<th>Volume</th>
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Name, centre number, candidate number displays in report footer, **on every page** 1 mark

Specified fields, correct order 1 mark
Sort ascending Binding, descending Volume 1 mark
Landscape, one page wide, all base fields present, no truncation 1 mark

New record Friday Nights added accurately and record Midnight Palace still present 1 mark
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<th>Volume</th>
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Name, centre number, candidate number

Select records (42):
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Volume is >6000 1 mark
Imprint excludes Proton 1 mark

Formatting
ASP and Sales_Value same currency symbol 2dp
Pub_Date format dd-MMM-yy 1 mark

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<td>365</td>
</tr>
<tr>
<td>Emma the Easter Fairy Rainbow Magic</td>
<td>Meadows; Daisy</td>
<td>Paperback</td>
<td>Children</td>
<td>390</td>
</tr>
</tbody>
</table>

Number of books: 28

Select records (28):

- Genre is Children or Young Adult 1 mark
- Rank is 400 or less, Binding is Paperback 1 mark

Calculates correct number of books 1 mark
Positioned under Binding column 1 mark
Accurate label entered to left 1 mark

Specified fields, correct order 1 mark
Sort ascending order of Rank 1 mark
Portrait, fits one page, all fields present, no truncation 1 mark
Task 4 – Mail merge

**Merge Fields inserted** – placeholders and <> correctly replaced for all
- «First_Name» | «Last_Name» | «Street» | «Area» | «Postcode» correct position and space 1 mark
- «Club» | «Date» punctuation and centre/bold/underline retained, correct position and space 1 mark
- «First_Name» | «Last_Name» | «Book_Title» | «Author» | «Question» correct position and space, punctuation and bold retained 1 mark

Date displays correctly in correct format dd/MM/yy 1 mark

Each member will lead a book club meeting. Please complete your evaluation of this month's book prior to our next meeting on «Date». Your review will start the book discussion.

**BOOK EVALUATION FORM**

- **Lead Reviewer:** «First_Name» | «Last_Name»
- **Book Title:** «Book_Title»
- **Author:** «Author»

Circle one word that best describes the book:

- Absorbing
- Boring
- Captivating
- Challenging
- Colourful
- Dramatic
- Dull
- Dynamic
- Epic
- Exciting
- Fast-paced
- Funny
- Historic
- Intense
- Light
- Memorable
- Obnoxious
- Predictable
- Realistic
- Romantic
- Sad
- Scary
- Silly
- Slow
- Stimulating
- Thrilling
- Tragic
- Wordy

Other:

- **How would you rate the following:**
  - **RATING**
    - *
    - **
    - ***
    - ****
    - *****

- **Character:**
- **Book structure:**
- **Plot and subplots:**
- **Language:**
- **Book ending:**
- **Book overall:**

**Member's Discussion Question**

- «Question»?

Did you enjoy reading the book?
Would you recommend the book to other readers?
Do you think this book would make a good movie?

**Signature:**

**Date:**

YES | NO

Name, centre number and candidate number in the footer 1 mark

Name, centre number, candidate number
Result of merge – 3 forms printed – Harvey Carr, Pedro Lopez, Sally Richardson only 1 mark
Task 5 – Presentation

Slides imported (6), title and bullet layout, no text changes, no blank slides, or overlap of items, name inserted 1 mark

**Master slide items**
- Name, centre no, candidate number/auto slide numbers 1 mark
- Call out shape, fully visible, no fill 1 mark
- ...containing text **A celebration day of reading and writing** 1 mark

---

*International Literacy Day*

- Presented by: Candidate Name

---

*Aims*

- to highlight the importance of literacy to empower individuals, communities and societies
- to remind the international community of the status of literacy and adult learning globally
- to remind us of the global importance of literacy
- to promote literacy worldwide
- to shine a light on global literacy needs
Global Literacy Facts

- 758 million adults lack minimum literacy skills
- 479 million (two-thirds) of these are women
- 250 million children are failing to acquire basic literacy skills
- 60.7 million children are out-of-school and many more attend irregularly or drop out

Past Literacy Day Themes (1)

- 2006 - Literacy Sustains Development
- 2007 - 2008 - Literacy and Health
- 2009 - 2010 - Literacy and Empowerment
- 2011 - 2012 - Literacy and Peace
Past Literacy Day Themes (2)

- 2013 - Literacy for the 21st Century
- 2014 - Literacy and Sustainable Development
- 2015 - Literacy and Sustainable Societies
- 2016 - Reading the Past, Writing the Future
- 2017 - Literacy in a Digital World

International Literacy Day

to be held on
Sunday 8 September 2019
**EVIDENCE DOCUMENT**

**Step 1 – EVIDENCE 1**
- File saved as FACTSHEET in the format of software 1 mark

**Step 3 – EVIDENCE 2**
- TW-subhead text style created, correct name 1 mark
- Serif, 14pt, bold and underline 1 mark
- Centre aligned, single line, 0pt space before, 6pt space after 1 mark

**Step 4 – EVIDENCE 3**
- TW-title – style modified 1 mark
- Evidence of style modified 1 mark
Step 5 – EVIDENCE 4

Style list
Includes TW-subtitle, TW-body, TW-table 1 mark

Step 20 – EVIDENCE 5 - type your answers here:
(a) Comma Separated Value(s)
(b) Two characteristics of a csv file:
   saves in text format
   allows for the saving data in an organised way
   software independent
   uses a character (e.g. comma) to separate/delineate each piece of data
   uses hard return to separate data
(c) Explain one example when a csv file would be used:
   import/export/transfer data between applications/platforms with an example
   [4 marks]

Step 21 - EVIDENCE 6

DB Structure
All field names as given, correct data types, Book_Ref as primary key 1 mark

Step 22 - EVIDENCE 7

1-to-Many relationship between Class_Code fields 1 mark
Step 24 – EVIDENCE 8

Data entry form
- Columnar form created with correct fields 1 mark
- Appropriate heading in large font, underlined 1 mark
- All fields/data fully visible with consistent alignment, form used to enter new record 1 mark

Step 26 – EVIDENCE 9

Report 1 exported and saved in rtf format 1 mark

Step 27 – EVIDENCE 10

Calculated count 1 mark

Step 28 – EVIDENCE 11 – Recommend two changes that could be made to improve the efficiency and ease of use of the database. Justify your choices.

Two changes e.g. – use data validation, encoding of data, shorter field names (genre table), boolean field for Binding, appropriate use of drop down fields/radio buttons, additional relational tables (Publisher groups/Author fields), form improvements e.g. navigation buttons

Two appropriate reasons e.g. – helps to reduce data entry errors, reduces storage capacity/memory required, reduces processing time, to improve speed of data entry, to minimize or eliminate duplication of data/data redundancy [4 marks]

Step 29 – EVIDENCE 12

Field used to insert correct (today's) date in format dd/MM/yy 1 mark

\{ DATE @"dd/MM/yy" \*MERGEFORMAT \}
Step 29 – EVIDENCE 13

Mail Merge selection
Evidence of automated filter 1 mark
Correct selection of **Book Buzz** and **Friday** 1 mark