UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the June 2005 question paper

0510 ENGLISH AS A SECOND LANGUAGE

0510/01   Paper 1 (Reading and Writing – Core), maximum mark 56

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do 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*.

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

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses

Grade thresholds taken for Syllabus 0510/01 (English as a Second Language) in the examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	56	n/a	40	33	24

The threshold (minimum mark) for D is set halfway between those for Grades C and E.

The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A* does not exist at the level of an individual component.

June 2005

IGCSE

MARK SCHEME

MAXIMUM MARK: 56

SYLLABUS/COMPONENT: 0510/01

ENGLISH AS A SECOND LANGUAGE
Paper 1 (Reading and Writing - Core)

Part 1 Exercise 1: Durrell Wildlife Zoo

(a)	to save (wild) animals from extinction	1 mark
(b)	ONE from: receive/get a (colourful) newsletter/get a discount in the shop	1 mark
(c)	ONE from: workshops/a Saturday morning club/an awards scheme/meet endangered animals/learn how to protect them	1 mark
(d)	they have no other home/no safe home to go back to	1 mark
(e)	at 2.00pm/14.00	1 mark

Max total for exercise: 5

Part 1 Exercise 2: First Chinese manned space flight

(a)	derived from Chinese word for "space"/taikong	1 mark
(b)	he (the cosmonaut) radioed/said he felt good/'I feel good'	1 mark
(c)	medicinal herbs	1 mark
(d)	worked at ground control	1 mark
(e)	they were pleased	1 mark

Max total for exercise: 5

Part 1 Exercise 3: Codes

(a)	for security of their communications	1 mark
(b)	we have lost the art of decoding them/they are too difficult to understand OR they are more complicated to understand/specialised machinery/computers make codes	1 mark
(c)	a large amount of gold/(gold worth) $20 million	1 mark
(d)	one third/the second part	1 mark
(e)	a fifteen year old girl OR Souraya Dyer AND a neuroscientist	Both for 1 mark

Max total for exercise: 5

Max total for Part 1: 15 marks

Part 2 Exercise 1: Source of the Mekong

(a)	Tibet/China/the Tibetan side of Tibet-Nepal border	1 mark
(b)	he was at Everest base camp (in Nepal) previously/in 1980s	1 mark
(c)	mighty/splendid/he marvelled	1 mark
(d)	stream (emerging) from north side (of the mountain)	1 mark
(e)	following local custom	1 mark
(f)	first British explorer/fulfilment of dream	1 mark

Max total for exercise: 6

Part 2 Exercise 2: Motivating boys

Mark 4 (content) + 4 (language). Count words and cross out everything after 120. Do not award language marks if there is no content.

Content: Tick and number points as below.

Language: Mark language according to table.

Content **(how computers can help boys)**
1 motivating/confidence
2 handwriting not an issue
3 helps compose longer pieces of writing
4 encourages them to use different styles
5 neatness of presentation
6 use computers at home
7 concentration

Quality of Language
1 expression weak, maybe just list, lifting irrelevance
2 expression limited, some lifting, sense of order
3 expression good, attempts to group and sequence ideas largely in own words
4 expression excellent, clear, orderly grouping and sequencing, largely own words

Max total for exercise: 8 marks

Part 2 Exercise 3: Application form for post at sports centre

In awarding marks for this exercise, ensure that any form filling conventions (e.g. capitalisation, deletions) required by the question have been duly obeyed. Correct spelling of provided information is essential for marks to be awarded.

SECTION 1 – COMPLETE IN BLOCK CAPITALS		1 mark
Name	ALI MUSTAFA/MUSTAFA ALI	1 mark
Date of birth	10.5.89/10th May 1989	1 mark
Address	RINGWEG 6, BERLIN	1 mark
E-mail address	ali@hotmail.com (allow in capitals)	1 mark
Telephone number	0062 43210	1 mark
SECTION 2		
Sporting experience	ANY 2 FROM: Cricket/football (for my school)/swimming	2 marks
Achievements/ prizes	Bronze medallion/medals (for swimming)	1 mark
Future plans	Study sport at university	1 mark
Months when available for work	July and August	1 mark
Name and position of referee	Mr Z Ahmoud <u>Head</u> Teacher	1 mark

Total the points awarded and divide by two. Max total for exercise: 6

Max total for Part 2: 20 marks

Part 3

Short work: if candidate writes less than 70% of the word recommendation, mark the p... quality, then drop mark to an equivalent position in the band below.

Part 3 Exercise 1: Book recommendation

Credit ideas from the prompts and use of own ideas and suggestions. All prompts must be addressed for full marks.

Refer to the Performance Criteria grid in arriving at a mark.

Max total for exercise: 9

Part 3 Exercise 2: Volunteers article

Credit ideas from the prompts and use of own ideas and suggestions. Credit appropriate register and sense of audience.

Refer to the Performance Criteria grid in arriving at a mark.

Max total for exercise: 12

Max total for Part 3: 21 marks

PART 3: EXTENDED WRITING EXERCISES

General Criteria Grid

	9 mark questions	12 mark questions	DESCRIPTOR
Band c	9 8 7	12 11 10	Meaning is clear and work is of a safe, literate standard albeit without verbal or structural sophistication. However, the candidate generally makes appropriate choice of vocabulary and structures are sound, if simple. Paragraphs may be used but without coherence or unity. Spelling weaknesses may be present but not enough to obscure meaning. Material is satisfactorily developed at appropriate length and a genuine attempt has been made to address the topic but there may be digressions. Fulfils the task.
Band d	6 5	9 8 7	Meaning is never in doubt but frequent errors may hamper precision and slow down reading. These are pieces with positive qualities though vocabulary and structures are limited. Paragraphs may be absent or inconsistent. Often there is some interest in the subject matter and an attempt to supply some detail and explanation, though the effect is incomplete and there may be repetition.
Band e	4 3	6 5	Weak, with many errors in grammar and spelling. Little sign of paragraphing. Communication is established and there is some engagement with the task. Language simple but often wrong choice of register and vocabulary and meaning may be obscured or neutralised by the weight of linguistic error.
Band f	2	4 3	Poor. Many errors in style and structure with language often faulty. Sense will be decipherable but the reader may need to re-read owing to multiple errors. Limited engagement with task, or content partly hidden by density of error.
Band g	1 0	2 1 0	Density of error may obscure meaning with whole sections impossible to recognise as pieces of English writing. Very little engagement with the task but credit to be given for an occasional patch of relative clarity.