

**MARK SCHEME for the October/November 2009 question paper  
for the guidance of teachers**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/11**

Paper 11 (Reading and Writing – Core),  
maximum raw mark 56

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 must be read in conjunction with the question papers and the report on the examination.

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

CIE is publishing the mark schemes for the October/November 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus
	IGCSE – October/November 2009	0510

www.PapaCambridge.com

### Exercise 1 Space Camp Competition

- (a) 5 (th) to 10 (th) May 2010 / next year / 2010
- (b) \$450 (per team) [1]
- (c) (between) 14 -17 (years old) [1]
- (d) design your own satellite [1]
- (e) photograph stars (planets) / use telescopes [1]
- (f) 8 pm on 10<sup>th</sup> December [1]

[Total: 6]

### Exercise 2 Chocolate-Tasting

- (a) It was scarce / expensive [1]
- (b) When she moved to France / when she was 13 [1]
- (c) Her cataloguing of the chocolate / she bought chocolate with pocket money / finding the best tastes / eating chocolate in the early morning [ANY TWO] [2]
- (d) Identified the brands of chocolate / she was never wrong about brand/maker [1]
- (e) She never puts on weight / she is one of the few women at the top (of her profession) / she is slim [1]
- (f) She swims everyday / she eats light meals [IN EITHER ORDER] [2]
- (g) Least = Japan Most = United States [1]
- (h) Doesn't necessarily mean it's good quality / good flavour is seldom cheap [1]

[Total: 10]

Page 3	Mark Scheme: Teachers' version	Syllabus
	IGCSE – October/November 2009	0510

**Exercise 3 Lakeland Shopper's Survey**

Note: accurate spelling is essential for the form-filling exercise.

**SECTION A – PERSONAL DETAILS**

**Full name:** Flavia Andreetta [1]  
**DELETE** Male [1]  
**Age:** 17 [1]  
**Home town:** Milan [1]  
**Home country:** Italy [1]

**SECTION B – THE SHOPPING MALL**

**How many times have you visited the mall in the last 6 months?**  
TICK 0–5 [1]

**What did you spend most of your time doing in the shopping mall?**  
TICK shopping [1]

**Apart from shopping, what about the mall did you most**

**a) like?** the entertainment / watching the robot / the huge range and variety of clothes shops [1]

**b) dislike?** (choices of) places to eat and drink / most cafés only served fast food & fizzy drinks [1]

**How would you rate the visit?**  
UNDERLINE very good [1]

**SECTION C – COMPETITION**

**In the shopping mall, of which type of shop are you most likely to find the greatest variety?**  
TICK clothes [1]

**Your full contact details:**  
**Email:** flaveta@aliceposta.it      **Telephone:** 046738925 [1]

[12 divided by 2 = 6]

Page 4	Mark Scheme: Teachers' version	Syllabus
	IGCSE – October/November 2009	0510

**Sentence 1 and 2 must be written in the first person.**

Sentence 1: to score, the candidate must write one sentence about why she came to Lakeland to buy presents for my birthday.

Sentence 2: to score, the candidate must write one sentence about the clothes in Singapore i.e. brighter colours in Italy but more variety / range in Singapore **OR** huge variety of clothes on offer.

For each sentence, award up to 2 marks as follows:

**2 marks:** proper sentence construction; correct spelling and punctuation; gives the information asked for.

**1 mark:** proper sentence construction; 1–3 errors of punctuation and/or spelling (without obscuring meaning); gives the information asked for.

**0 marks:** more than 3 errors of punctuation and/or spelling; and/or does not give the information asked for; and/or not a proper sentence; and/or meaning obscure.

**[Total: 10]**

#### **Exercise 4 Free diving**

NB correct responses only apply if they are placed under the correct sub-heading (as detailed below). Add the correct answers (i.e. total of ticks) to give a total out of up to 6. Remember that this exercise is marked for content (reading), not language.

##### **Differences between free diving and scuba diving (max 2 marks for this section)**

- 1 no air tank / breathing equipment / scuba diving needs air tanks
- 2 doesn't create air bubbles
- 3 doesn't frighten fish

##### **Preparation and safety for free diving (max 2 marks for this section)**

- 4 wear correct weights
- 5 stay relaxed / meditate / don't get stressed / deep breathing
- 6 always dive with a 'spotter' / don't dive alone
- 7 have doctors / experts standing by

##### **Aims of free divers (max 2 marks for this section)**

- 8 reach own personal goals / depth / diving as deep as they can
- 9 hold your breath for longer periods of time
- 10 (constantly practise) to be the best

**[Total: 6]**

Page 5	Mark Scheme: Teachers' version	Syllabus
	IGCSE – October/November 2009	0510

### Exercise 5 Free diving summary

This exercise is marked for language, not content, but if content is entirely irrelevant to the task, a mark of zero should be awarded.

Count words and indicate when the 70 words limit has been reached. Candidates will not be assessed on anything they have written after this limit, but will not be penalised *per se* for exceeding it.

#### Language (up to 4 marks)

- 0 marks** meaning obscure because of density of language errors and serious problems with expression/nothing of relevance.
- 1 mark** expression weak/reliance on lifting from the passage.
- 2 marks** expression limited/reliance on copying out the notes, but some sense of order.
- 3 marks** expression good, with attempts to group and sequence ideas in own words.
- 4 marks** expression very good: clear, orderly grouping and sequencing, largely own words.

[Total: 4]

### Exercise 6: Swimming pool incident

#### Exercise 7: Music

The following general instructions, and table of marking criteria apply to both exercises. Award the answer a mark for **content** (C) [out of 5] and a mark for **language** (L) [out of 5] in accordance with the General Criteria table that follows.

- **Content** covers **relevance** (i.e. whether the piece fulfils the task and the awareness of purpose / audience / register) and the **development of ideas** (i.e. the detail / explanation provided and how enjoyable it is to read).
- **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).
- When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but doesn't quite make it into the band above.
- When deciding on a mark for **content**, look at both **relevance** and **development of ideas**. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in the 4–5 mark band.
- When deciding on a mark for **language**, look at both the **style** and the **accuracy** of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in the 4–5 mark band.

<b>Page 6</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>
	<b>IGCSE – October/November 2009</b>	<b>0510</b>

- The **use of paragraphs** should **not** be the primary basis of deciding which mark band work is in. Look first at the language used and once you have decided on the appropriate band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- If the essay is considerably **shorter than the stated word length**, it is unlikely to gain a high mark for content.
- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for content and language, even if it is enjoyable to read and fluent.
- If the essay is **partly relevant** and therefore in mark band 2–3, the full range of marks for language is available.

[Total Exercise 6: 10]  
[Total Exercise 7: 10]

GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (CORE TIER)

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
4–5	<p><b>Satisfactory:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	4–5	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>• <b>Accuracy:</b> Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.</li> </ul>
2–3	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	2–3	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Simple structures and vocabulary.</li> <li>• <b>Accuracy:</b> Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.</li> </ul>
0–1	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>• Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark.</li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks.</li> </ul> <p>NB: If essay is completely irrelevant, no mark can be given for language.</p>	0–1	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1 mark.</li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks.</li> </ul>