UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2010 question paper

for the guidance of teachers

0510 ENGLISH AS A SECOND LANGUAGE

0510/12   Paper 1 (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 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Exercise 1   The Great Barrier Reef

(a) 60 kilometres off eastern coast of Australia
do not accept 'cost' for 'coast'

(b) meals AND talks from marine experts **(both points needed for 1 mark)** [1]
tolerate any mention of snorkelling or scuba diving equipment if both required points are present

(c) glass bottom boat(s) [1]

(d) (plenty of) sunlight [1]
tolerate mention of 'grows near the surface' if required point is present

(e) not a strong swimmer / the water is shallow / float on (sparkling blue) sea / look down on (orange and white striped) clownfish   **(any one for 1 mark)** [1]

(f) close(r) to the reef
(offer) full range of activities / full range of entertainment [1]
do not credit 'accommodation' as an answer but tolerate as additional unnecessary information

[Total: 6]

Exercise 2 The nest hunters of Tam Yai

(a) it hardens (quickly)

(b) can be sold for thousands of dollars / because of their value / are sold for lots of money   [1]

(c) China   *do not accept 'Chinese'*   [1]

(d) (it contains a large area with) statues of Buddha(s)   [1]
     do not accept 'status' or 'statutes' for 'statues'

(e) hundreds of metres above the ground / dangerous bamboo poles
     / they rarely use safety equipment / if they fall they will die (instantly)
     (Any two from four for 1 mark)   [1]

(f) twice as much (doubled) / half as much <u>in 1968</u> / more expensive (higher) / increased   [1]
     Example: 'the price in 1968 was 2000, in 2008 4000 which is <u>twice as much</u>' = 1 mark

(g) armed guards at the entrance
     (strict) laws to prevent illegal hunting
     (strict) laws to ensure <u>proper</u> collecting OR laws to ensure collecting <u>at correct time of year</u>
     (Any two from three, 1 mark each detail)   [2]
     the idea of 'laws' must be mentioned at least once, for example, 'laws to prevent illegal
     hunting and to ensure proper collecting' = 2 marks

(h) (has a value in) prolonging life / prescribed for people suffering from skin conditions OR lung
     disease OR breathing problems   *accept general terms e.g. 'illness', 'diseases'*   [1]

(i) the other ingredients / meat and coconut   [1]

[Total: 10]

Exercise 3   Animals and conservation: competition entry form

Note: correct spelling is essential for the form-filling exercise.
Upper case letters required at the start of proper nouns.
The conventions of form-filling (i.e. instructions to tick, circle, delete) must be observed with total accuracy.

Section A: Personal Details
Ling Pan
172 Dongshan Plaza, Shenzhen, (China)
16
panlin@shenps.com   546733699
Shenzhen Public School / local bookshop
(President of school) Zoological Club

Section B: Competition Details
CIRCLE   November 2010 – January 2011
TICK   painting
Helen Chen
Principal (Shenzhen Public School)
TICK   School
(Local) zoo (visitors' centre)

Max. total for Sections A and B: 6 marks

Section C

Max. total for Section C: 4 marks
Note: the sentences must be written from the point of view of Ling Pan.

Sentence 1: it is expected the candidate will write a sentence about the fact that many animals are becoming extinct.

Sentence 2: it is expected the candidate will write a sentence about donating money to a project for the protection of wild cats.

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

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

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

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

Absence of a full stop at the end should be considered as 1 punctuation error.
Absence of an upper case letter at the beginning should be considered as 1 punctuation error.

[Total: 10]

Exercise 4   Multi-tasking

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

Examples of multi-tasking activities at home (*max 3 marks this heading*)

1   texting (friends) / reading text messages

2   making toast

3   surfing on computer / internet <u>activities</u>   (*not 'computers' on its own*)

4   conversations with family

5   updating social network sites

6   downloading (and listening to) music

What was different ten years ago (*max 3 marks this heading*)

7   took 31 hours to do what we now do in 24

8   (old fashioned) email (systems)

9   (old fashioned) mobile phones

10   <u>life</u> was (much) simpler   (*idea of 'life' must be there – not 'it was simpler'*)

11   more talking face to face

12   more time spent over dinner / more time spent doing nothing

Exercise 5   Multi-tasking 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 do not mark anything exceeding 70 words, as specified in the question. Candidates will not be assessed on anything they have written after this limit, but will not be penalised *per se* for exceeding it.

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 Visit to city

*Tolerate any interpretation of a 'city' but time span should be comparable to the length of a week.
If the candidate clearly writes about a longer period then for content it would be 'partly relevant' and
'some engagement with the task.'*

Exercise 7 Full-time work

*For a 'satisfactory attempt to address the topic' (band 4 / 5) candidates need to engage with the idea
of full-time work.*

The following general instructions, and table of marking criteria, apply to both exercises.

- **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.

- The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is
  in. Look first at the language used and once you have decided on the appropriate mark 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	**Satisfactory:** • **Relevance**: 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. **Development of ideas:** Material is satisfactorily developed at appropriate length.	4–5	**Safe:** • **Style:** Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • **Accuracy:** 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.
2–3	**Partly relevant:** • **Relevance**: 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. • **Development of ideas:** Supplies some detail and explanation, but the effect is incomplete. Some repetition.	2–3	**Errors intrude:** • **Style:** Simple structures and vocabulary. • **Accuracy:** 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.
0–1	**Little relevance:** • Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark. • No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language.	0–1	**Hard to understand:** • 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. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks.