

**MARK SCHEME for the May/June 2011 question paper  
for the guidance of teachers**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/22**

Paper 2 (Reading and Writing – Extended),  
maximum raw mark 84

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.

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

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Page 2	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2011	0510	

**Exercise 1 Life in the Cycle Lane**

- (a) (at the) weekend(s)
  
- (b) (good healthy) exercise/cheap/good for carrying shopping/environmentally friendly/convenient for transporting children/flat/cycle lanes  
ANY TWO [1]
  
- (c) (it has) no chain [1]
  
- (d) transporting (his) children (around town) [1]
  
- (e) increase in traffic/congestion  
*do not accept 'quicker' on its own* [1]
  
- (f) looking for (safe) place to leave bike/need to find (secure) parking space/the shortage of (bicycle) parking spaces [1]
  
- (g) showers  
(separate) changing rooms (for males and females)  
ONE MARK FOR EACH [2]

**[Total: 8]**

Page 3	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2011	0510

**Exercise 2 We can all make a difference**

- (a) plant 1000 trees in (a period of) five years
- (b) cultivate gardens/gardening  
recycle (rubbish) BOTH NEEDED FOR ONE MARK [1]
- (c) (in his) friends' garden(s)/around the neighbourhood  
*accept 'local areas' but do not accept 'all over the town'* [1]
- (d) 700 [1]
- (e) (fruit trees/they are) easy to plant/easiest to plant  
he/other people can pick the fruit ONE MARK EACH DETAIL [2]
- (f) (public) parks AND private gardens BOTH NEEDED FOR ONE MARK [1]  
*do not accept 'local government compound' or 'hospital garden'*
- (g) to buy (more) trees [1]
- (h) he has an MP3 player/after gardening music is the love of his life [1]
- (i) plant their trees/plant trees they buy [1]
- (j) grows his own vegetables/buys from (local) cooperative food store  
  - uses a wood fire/puts ash on his garden
  - uses low-energy light bulbs
  - does not have a car
  - does not have a computer/uses internet at libraryAWARD UP TO 4 MARKS [4]

**[Total: 14]**

Page 4	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2011	0510

**Exercise 3 International Rescue Organisation – Accident Report Form**

*Note: correct spelling is essential throughout 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: Details of Rescue Team**

Full name of team: Mont Blanc Mountain Rescue (Team)  
 Full address (including country): 74 Rue Bobigny, Chamonix, France  
 Contact details: sauvevie-montblanc@alice.net.fr  
 Name of team leader: Jacques Carpentier Occupation of team leader: (Orthopaedic) surgeon  
 Name of person completing report: Alphonse Gaillard

**Section B: Details of Accident**

Date of accident: 2 April 2011  
 Where exactly did the accident take place? (On the) upper slopes of Mont Blanc  
 What was the immediate cause of the accident? CIRCLE avalanche  
 How many people were involved? 2/two  
 Was anyone injured? DELETE No  
 If yes, give details of the injury: leg fractured/leg broken/leg severely injured  
 How exactly was the injury caused? swept off ledge/fell off ledge/fell fifty metres/fell down mountain  
 How long did the rescue operation take? TICK more than 6 hours

*Max. total for Sections A and B: 6 marks*

Page 5	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2011	0510	

**Section C**

*Max. total for Section C: 2 marks*

If pronouns are used, the sentence must be written in the first person (i.e. 'I' or 'we' **not** 'he' or 'they')

**SAMPLE SENTENCES**

Our leader tied the man's broken leg to a pole and we carried him on a stretcher.  
We released the injured man from under the snow and took him to hospital.  
Jacques took a pole from one of the two stretchers and used it to secure the broken limb.

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

**2 marks:** no fewer than 12 and no more than 20 words; proper sentence construction; correct spelling, punctuation and grammar; relevant to context.

**1 mark:** no fewer than 12 and no more than 20 words; proper sentence construction; 1–3 errors of punctuation/spelling/grammar that do not obscure meaning; relevant to context.

**0 marks:** more than 3 errors of punctuation/spelling/grammar; and/or irrelevant to context, and/or not a proper sentence; and/or fewer than 12 words or more than 20 words.

*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: 8]**

Page 6	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2011	0510	

#### Exercise 4 Where am I, Robot?

Correct responses only apply if they are placed under the correct sub-heading (as detailed below).  
Add the correct answers to give a total out of 8.  
Remember that this exercise is marked for content (reading), not language.

##### What we would like the robots to do for us

(max. 3 marks this section)

- clean (our) house(s)
- do (weekly supermarket) shopping
- steer (our) cars
- guide us to (our) holiday destinations

##### Weaknesses of the older generation of robots

(max. 2 marks this section)

- unable to distinguish between permanent and temporary features
- confused by minor changes/confused by insignificant changes/unable to function properly
- confused by identical features that may appear in different locations

##### What the latest robots have managed to do using *Clever Map*

(max. 3 marks this section)

- recognise familiar object(s) (as a whole)
- accept the movement of object(s)/can dismiss the absence of vehicles OR objects (as unimportant)
- no longer confused that identical features (of an object may) appear in different locations
- produce maps (of the city centre/of the countryside)
- learn details of surroundings
- use set of rules to deal with changes

[Total: 8]

Page 7	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2011	0510	

### Exercise 5 Stay happy and healthy at exam time

#### Content (up to 6 marks)

*Be aware that candidates may express the positives as negatives and vice versa e.g. 'don't skip breakfast'*

Do

- feel prepared/check syllabus/think about topics/work through past papers
- know when **and** where taking exam
- talk to teachers
- (always) eat breakfast/eat well
- go to bed early/get enough sleep/stop (revising/working) an hour before bedtime
- accept help from family/friends
- take favourite toy/object to exam room

Don't

- spend (too much) time alone/give up social life
- be worried by (claims/actions of) other students
- drink coffee/fizzy drinks
- get upset by unlucky candidate number/favourite clothes in the wash

#### 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 without discrimination

**2 marks:** expression limited/some reliance on lifting from the original, 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 in own words

**[Total: 10]**

Page 8	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2011	0510	

**Exercise 6 National Celebration**

**Exercise 7 Computers to replace books**

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

- Award the answer a mark for **content (C)** [out of 9] and a mark for **language (L)** [out of 9] 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 **at least** 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 **at least** 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 should be put in mark band 2–3 for content or lower for not fulfilling the task.
- 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: 18]  
[Total Exercise 7: 18]



Page 9	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2011	0510

**GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (EXTENDED TIER)**

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8–9	<p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.</li> </ul>	8–9	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> No or very few errors. Well-constructed and linked paragraphs.</li> </ul>
6–7	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	6–7	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>
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>

Page 10	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2011	0510

<p>2–3</p>	<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>	<p>2–3</p>	<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>
<p>0–1</p>	<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. <b>Award 1 mark.</b></li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b></li> </ul> <p>If essay is completely irrelevant, no mark can be given for language.</p>	<p>0–1</p>	<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. <b>Award 1 mark.</b></li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. <b>Award 0 marks.</b></li> </ul>