

**MARK SCHEME for the May/June 2010 question paper  
for the guidance of teachers**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/23**

Paper 23 (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.

- CIE 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 2010	0510	

**Exercise 1: Travelling in Egypt**

- (a) (Badr's) Museum (of Art)/desert garden
- (b) soak (under the stars)/camp                      BOTH FOR ONE MARK                      [1]
- (c) a hotel is under construction                      [1]
- (d) a (Roman) spring/Ain Bishoi/grove of date palms                      [1]
- (e) families look after crops/trees                      [1]
- (f) sunrise/sunset/under a full moon                      TWO POINTS NEEDED                      [1]
- (g) strange shapes (like animals)/shaped by wind/the sun turns the chalk from white to pink/orange                      TWO POINTS NEEDED                      [1]
- (h) four-wheel-drive (vehicle)                      [1]

**[Total: 8]**

**Exercise 2: Make Room for all Species**

- (a) People are taking other species' living space/taking other species' food/humans have more than doubled in number                      [1]
- (b) saving species or feeding people                      BOTH FOR ONE MARK                      [1]
- (c) produce oxygen/photosynthesis                      (1)  
absorb carbon dioxide                      (1)                      [2]
- (d) snail is being killed (for shell)                      (1)  
snails' habitat under threat                      (1)                      [2]
- (e) Indonesia                      [1]
- (f) trees only produce a good crop in the forest                      [1]
- (g) less than 5%                      [1]

Page 3	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2010	0510

(h) population growing/in 1953 2.5 billion humans, now 6 billion

- (i) preserve their living space  
 stop taking their food  
 stop trading in them  
 conserve/protect small/endangered species  
 stop destroying forests  
 respect nature

[4]

[Total: 14]

### Exercise 3: Pedro Silva

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

*Capital letters for proper nouns; i.e. names and places.*

#### SECTION A

Pupil's name:	Pedro Silva	[1]
Age:	Circle 14–16	[1]
Mobile/cell phone number:	13808 488165	[1]
Parent(s) name(s):	Juan and Izabel <u>Silva</u>	[1]
Home address:	Crystal Apartments, (number) 46 Beizhan Road, Shen He District (China)	[1]
Number of brothers/sisters:	one (sister)	[1]

#### SECTION B

How far is your home from school?	TICK more than 10 kilometres	[1]
How long does your journey take?	TICK 15–30 minutes	[1]
How do you travel to school?	CIRCLE bus	[1]
Is the way you travel to school the cheapest option?	DELETE YES	[1]
What time do you usually arrive at school?	CIRCLE between 8.00 and 9.00	[1]
Do you travel to school with another person?	TICK Yes, always	[1]

One mark for each two correct responses – to give a total out of 6.

Page 4	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2010	0510	

**SECTION C**

**The sentence must be written in the first person and in the present tense.**

In the sentence it is expected that the candidates will write a sentence that will contain the information that Pedro either listens to music on his MP3 player, talks with friends and/or looks at the view.

Example sentence: I always have my MP3 (player) with me so that I can listen to music.

ANY REFERENCE TO READING OR HOMEWORK ZERO

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 AND/OR spelling AND/OR grammar that do not obscure meaning; relevant to context.
- 0 marks:** more than 3 errors of punctuation AND/OR spelling AND/OR grammar; AND/OR irrelevant to context; AND/OR not a proper sentence; AND/OR fewer than 12 or more than 20 words.

**[Total: 8]**

Page 5	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2010	0510

**Exercise 4: Children and Music**

NB correct responses only apply if they are placed under the correct sub-heading (as detailed below). Tick and number the points below to a maximum of 8 marks (up to 2 marks per heading). Remember that this exercise is marked for content (reading), not language.

**School subjects that improve if children are involved in music (max 2 marks for this section)**

- 1 math(s)
- 2 science
- 3 reading

**Preferences in music at different ages (max 2 marks for this section)**

- 4 very young – any type of music
- 5 8 years – popular music
- 6 9 years and above – fast tempo/rock (and roll)

**Activities you can do with your child to expose him/her to music (max 2 marks for this section)**

- 7 introduce your child to songs from your childhood/music you (particularly) love
- 8 cook to music
- 9 clean to music
- 10 sit and listen to music

**Advice on giving music lessons to 5–7 year olds (max 2 marks for this section)**

- 11 learn keyboard skills/start with the piano/strings
- 12 brass/wind instruments (more) challenging/appropriate when older
- 13 don't force a child

[Total: 8]

Page 6	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2010	0510	

**Exercise 5: Summary: Waiter**

Award a maximum of 6 marks for content and a maximum of 4 marks for language.

Do not award language marks if there is no content to reward.

**Content (up to 6 marks)**

Skills the waiter must have:

- 1 know how to deal with people
- 2 work out correct type of service (business or entertainment)
- 3 know how to greet customers appropriately
- 4 pay special attention to every customer
- 5 be able to respond to problems/complaints
- 6 know how to deal with celebrities
- 7 know how to look their best
- 8 know how to learn from managers/trainers.

**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 7	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – May/June 2010	0510	

### Exercise 6: Birthday money

### Exercise 7: Link with another country

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 **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]

**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>



<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>