

MARK SCHEME for the May/June 2014 series

0510 ENGLISH AS A SECOND LANGUAGE

0510/22 Paper 2 (Reading and Writing Extended),
maximum raw mark 90

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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IGCSE English as a Second Language Extended tier Reading/Writing (Paper 2)

This component forms part of the Extended tier assessment of IGCSE English as a Second Language and tests the following Assessment Objectives:

AO1: Reading

- R1 understand and respond to information presented in a variety of forms
- R2 select and organise material relevant to specific purposes
- R3 recognise, understand and distinguish between facts, ideas and opinions
- R4 infer information from texts

AO2: Writing

- W1 communicate clearly, accurately and appropriately
- W2 convey information and express opinions effectively
- W3 employ and control a variety of grammatical structures
- W4 demonstrate knowledge and understanding of a range of appropriate vocabulary
- W5 observe conventions of paragraphing, punctuation and spelling
- W6 employ appropriate register/style

Overview of exercises on Paper 2

		Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	R1	9			9
Exercise 2	Reading (2)	R1	15			15
Exercise 3	Information transfer	R1, R2	6	W1, W5	2	8
Exercise 4	Note-making	R1, R2, R3	9			9
Exercise 5	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5	5	11
Exercise 6	Writing (1)			W1, W2, W3, W4, W5, W6	19	19
Exercise 7	Writing (2)			W1, W2, W3, W4, W5, W6	19	19
						90

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Exercise 1: Airport Terminals

- (a) transforming terminals / redesigning terminals [1]
- (b) through country / through Korea / ancient places / religious buildings / temples [1]
- (c) objects thousands of years old / precious objects [1]
- (d) Hajj / once a year / during pilgrimage to Mecca [1]
- (e) glass walls OR glass panel OR light / spacious / stress-free OR calming / pylons change colour / rolling roofline
ANY TWO [2]
- (f) playground / cinema / slide
ANY TWO [1]
- (g) lighting hidden / lighting below panels / glow [1]
- (h) meeting family off plane / meeting friends off plane [1]

Max total for exercise 1: 9 marks

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Exercise 2: The Future of University Education

- (a) 80 million / 80 000 000 / 80m / eighty million [1]
- (b) impossible to build so many universities / impossible to build enough universities [1]
- (c) cheaper / affordable / cut cost [1]
- (d) improve online education / improved education resources / online learning accepted [1]
- (e) way we shop / no longer go out to buy / shopping done from home / online shopping [1]
- (f) work responsibilities / home responsibilities [1]
- (g) Italy AND 20% [1]
- (h) only provide certificates / study free / not able to survive financially
ANY TWO [2]
- (i) medical research / research / other work [1]
- (j) qualification from top university [1]
- (k) needs large amount of money / tuition cost / living expenses
in class / in lecture hall / has teacher
spends time with others / communication with students not virtual
graduation ceremony / graduation with other students / graduation day to receive certificates [4]

Max total for exercise 2: 15 marks

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Exercise 3: Science Scholarship

Section A: Personal details

Full name: **Andrzej Nowak**

Nationality: **Polish**

Date of birth: **16/12/1996**

Home address: **42 Aleje Nowe, 26 – 600 Radom, Poland**

Section B: Education

School name: **English Medium Border Academy**

How would you describe your ability to speak English? **CIRCLE ‘advanced’**

How many ‘A’ grades are you predicted? **Four / 4**

Section C: Proposed course of study

What specific area of science do you want to study? **Veterinary/Veterinary Science**

At which university would you like to study? Please state your order of preference:

- 1** Bristol
- 2** Southampton
- 3** London

How long is your preferred course? **5 years / five years / Five years**

Where did you find out about this scholarship? **Internet / The Internet / Online**

Do you have any relatives living in the UK? **DELETE NO**

Max. Total for Sections A, B and C: 6 marks

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Section D: Further information

In the space below, write one sentence of between 12 and 20 words explaining why you want to study in the UK.

The sentence must be written in the first person.

Example sentences

I want to study in the UK because my level of spoken and written English is excellent.

I have already visited Bristol University and I would love to study in a place with such amazing facilities.

I have a brother I could stay with in the UK and I want to be a veterinary surgeon.

I am hoping to obtain a scholarship to cover my university fees.

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.

Omission of a word in the sentence should be considered as 1 grammar error.

Max total for exercise 3: 8 marks

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Exercise 4: Teenagers and Texts

Advantages of texting

(max. 3 marks this heading)

- Enjoyable
- Keep contact / easy to connect / easy to communicate
- Easy to make arrangements / easy to change arrangements
- feel less nervous / comforting / encouraging / not feel left out
- free / cheap

Disadvantages of texting

(max. 6 marks this heading)

- sleep problems
- affects development / hard to be independent / hard to make decisions
- difficult to concentrate / no quiet time
- feeling left out
- injury to thumbs
- not listening / not pay attention in class
- spelling worse / abbreviations used

Max total for exercise 4: 9 marks

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Exercise 5: Eating Outdoors

Content: (up to 6 marks)

- feel happy / enjoyment
- at one with nature
- taste of food improves / food tastes better
- food smells better / the smell of food
- food looks more appealing
- senses are stimulated
- more playful / brings out the child in us / fun
- memories / reminder of holidays
- good experiences

Language: (up to 5 marks)

0 marks: no understanding of the task / no relevant content / meaning completely obscure due to serious language inaccuracies

1 mark: copying without discrimination from text / multiple language inaccuracies

2 marks: heavy reliance on language from the text with no attempt to organise and sequence points cohesively / limited language expression making meaning at times unclear

3 marks: some reliance on language from the text, but with an attempt to organise and sequence points cohesively / language satisfactory, but with some inaccuracies

4 marks: good attempt to use own words and to organise and sequence points cohesively / generally good control of language

5 marks: good, concise summary style / very good attempt to use own words and to organise and sequence points cohesively

Max total for exercise 5: 11 marks

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Exercise 6: Return to home country

Exercise 7: Separate schools for girls and boys?

Transcribing the prompts with no original development by the candidate will limit both content and language marks to the 2 – 3 band. However, if candidates also include some original ideas, higher marks can be awarded.

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

- Award the answer a mark for **content (C)** [out of 10] 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. The language mark is likely to be affected and is unlikely to be more than one band higher than the content mark.
- 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.

Max total for exercise 6: 19 marks

Max total for exercise 7: 19 marks

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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 – 10	<p>Highly effective:</p> <p>Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. <i>Award 10 marks.</i></p> <p>Fulfils the task, with consistently appropriate register and very good sense of purpose and audience. <i>Award 8/9 marks.</i></p> <p>Development of ideas: Original, well-developed ideas. Quality is sustained. Outstanding. <i>Award 10 marks.</i></p> <p>Shows some independence of thought. Ideas are well developed, at appropriate length and convincing. The interest of the reader is sustained. <i>Award 9 marks.</i></p> <p>Ideas are well developed and at appropriate length. Enjoyable to read. <i>Award 8 marks.</i></p>	8 – 9	<p>Precise:</p> <p>Style: Ease of style. Confident and wide-ranging use of language, idiom and tenses. <i>Award 9 marks.</i></p> <p>A range of language, idiom and tenses. <i>Award 8 marks.</i></p> <p>Accuracy: Well-constructed and linked paragraphs with very few errors of any kind.</p>

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6 – 7	<p>Effective:</p> <p>Relevance: Fulfils the task, with appropriate register and a good sense of purpose and audience. <i>Award 7 marks.</i></p> <p>Fulfils the task, with appropriate register and some sense of purpose and audience. <i>Award 6 marks.</i></p> <p>Development of ideas: Ideas are developed at appropriate length. Engages reader’s interest.</p>	6 – 7	<p>Competent:</p> <p>Style: Sentences show variety of structure and length. Attempt at sophisticated vocabulary and idiom. <i>Award 7 marks.</i></p> <p>Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. <i>Award 6 marks.</i></p> <p>Accuracy: Mostly accurate apart from minor errors which may include infrequent spelling errors. Good use of paragraphing and linking words. <i>Award 7 marks.</i></p> <p>Generally accurate with frustrating errors. Appropriate use of paragraphing. <i>Award 6 marks.</i></p>
4 – 5	<p>Largely relevant:</p> <p>Relevance: Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions. <i>Award 5 marks.</i></p> <p>Does not quite fulfil the task although there are some positive qualities. There may be digressions. <i>Award 4 marks.</i></p> <p>Development of ideas: Material is satisfactorily developed at appropriate length.</p>	4 – 5	<p>Satisfactory:</p> <p>Style: Mainly simple structures and vocabulary but sometimes attempting a wider range of language. <i>Award 5 marks.</i></p> <p>Mainly simple structures and vocabulary. <i>Award 4 marks.</i></p> <p>Accuracy: Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence. <i>Award 5 marks.</i></p> <p>Meaning is generally clear. Simple structures are usually sound. Errors do not interfere with communication. Paragraphs are used but without coherence or unity. <i>Award 4 marks.</i></p>

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<p>2 – 3</p>	<p>Partly relevant:</p> <p>Relevance: Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. <i>Award 3 marks.</i></p> <p>Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. <i>Award 2 marks.</i></p> <p>Development of ideas: Supplies some detail but the effect is incomplete and repetitive.</p>	<p>2 – 3</p>	<p>Errors intrude:</p> <p>Style: Simple structures and vocabulary.</p> <p>Accuracy: Meaning is sometimes in doubt. Frequent errors do not seriously impair communication. <i>Award 3 marks.</i></p> <p>Meaning is often in doubt. Frequent, distracting errors which slow down reading. <i>Award 2 marks.</i></p>
<p>0 – 1</p>	<p>Little relevance:</p> <p>Very limited engagement with task, but this is mostly hidden by density of error. <i>Award 1 mark.</i></p> <p>No engagement with the task or any engagement with task is completely hidden by density of error. <i>Award 0 marks.</i></p> <p>If essay is completely irrelevant, no mark can be given for language.</p>	<p>0 – 1</p>	<p>Hard to understand:</p> <p>Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. <i>Award 1 mark.</i></p> <p>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. <i>Award 0 marks.</i></p>