

MARK SCHEME for the May/June 2014 series

0510 ENGLISH AS A SECOND LANGUAGE

0510/11 Paper 1 (Reading and Writing – Core),
maximum raw mark 70

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 Core tier Reading/Writing (Paper 1)

This component forms part of the Core 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

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 1

| | | Reading objectives tested | Marks for reading objectives | Writing objectives tested | Marks for writing objectives | Total available marks |
|------------|----------------------|----------------------------------|-------------------------------------|----------------------------------|-------------------------------------|------------------------------|
| Exercise 1 | Reading (1) | R1 | 7 | | — | 7 |
| Exercise 2 | Reading (2) | R1 | 11 | | — | 11 |
| Exercise 3 | Information transfer | R1, R2 | 10 | W1, W5 | 4 | 14 |
| Exercise 4 | Note-making | R1, R2, R3 | 7 | | — | 7 |
| Exercise 5 | Summary | | — | W1, W2, W3, W4, W5 | 5 | 5 |
| Exercise 6 | Writing (1) | | — | W1, W2, W3, W4, W5, W6 | 13 | 13 |
| Exercise 7 | Writing (2) | | — | W1, W2, W3, W4, W5, W6 | 13 | 13 |
| | | | | | | 70 |

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Exercise 1 Kite flying

- (a) bird of prey [1]
- (b) it affects the height and speed [1]
- (c) holes that trap the air [1]
- (d) cave paintings [1]
- (e) measure distances/ test the wind speed and direction / communication
ANY TWO FROM THREE FOR ONE MARK [1]
- (f) Japan [1]
- (g) joined box kites [1]

Max total for exercise 1: 7 marks

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Exercise 2 Lost for words

- (a) half a million [1]
- (b) under threat of dying [1]
- (c) 12 per cent of world languages / a new language spoken every three or four kilometres / 800 languages / 800 of them [1]
- (d) mark out territories / draw boundaries
AND
distinguish themselves from others / tell who is a member
BOTH IDEAS REQUIRED FOR ONE MARK [1]
- (e) Nigeria AND 95 [1]
- (f) society is successful / natural geographical features /
how easy it is to travel within a country
OR how easy it is to travel to neighbouring countries
ONE MARK FOR EACH DETAIL [2]
- (g) Spanish [1]
- (h) how humans are genetically programmed to learn languages
when humans learnt to communicate through speech
ONE MARK FOR EACH DETAIL [2]
- (i) loss of traditions and culture [1]

Max total for exercise 2: 11 marks

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First Aid Course Feedback form

Section A Personal details

Full name **Isabel Polo Gomez** [1]
 Age **17** [1]
 Gender **CIRCLE FEMALE** [1]

Section B Course details

Title of course **Essential First Aid** [1]
 Date of course **(Friday) 28 March (2014)** [1]
 Venue of course **Chamberi Hospital (Barcelona)** [1]
 How would you rate the trainers? **very good** [1]
 Was there anything about the course that could have been improved?
The room was too small [1]

Section C Additional information

Have you ever given first aid? **DELETE NO** [1]
 If 'yes', please give brief details **I bandaged a student's head** [1]

Max total for Sections A, B and C: 10 marks

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Section D

Max. total for Section D: 4 marks

In the space below, write **one** sentence about your reason for attending the course, and **one** sentence about your plans for future first aid training.

Example sentences:

1) I want to learn about how to help other students if they have an accident.

I was asked by my headteacher.

2) I would like to attend the next level later in the year.

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.

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

Max total for exercise 3: 14 marks

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Exercise 4 Madame Tussauds

Tasks of the artistic team

(max 4 marks for this heading)

1. check models each day
2. carry out repairs quickly
3. work with a variety of tools
4. replace body parts / shape ear / replace head / repair scratches / paint
5. study gossip magazines / study photos / keep figures up to date

Points 1–5 need a verb to start

Details of the laboratory

(max 3 marks for this heading)

6. massive
7. smells of paint / smells of hair spray
8. wooden heads along the wall / wooden heads lined up
9. workbenches with body parts / workbenches with torn clothes

Max total for exercise 4: 7 marks

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Exercise 5 Madame Tussauds: summary

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: 5 marks

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Exercise 6: Ticket for free entrance to an event

- Award the answer a mark for **content (C)** [out of 7] and a mark for **language (L)** [out of 6] 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.
- 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**. 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: 13 marks
Max total for exercise 7: 13 marks

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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) |
|-----------|--|-----------|--|
| 6–7 | <p>Effective:</p> <p>Relevance: Fulfil the task, with appropriate register and a good sense of purpose and audience. <i>Award 7 marks.</i></p> <p>Fulfil 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 | <p>Competent:</p> <p>Style: 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: Generally accurate with frustrating errors. Appropriate use of paragraphing. <i>Award 6 marks.</i></p> |
| 4–5 | <p>Largely relevant:</p> <p>Relevance: Fulfil 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> |