UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2006 question paper

0510 ENGLISH AS A SECOND LANGUAGE

0510/01   Paper 1 (Reading and Writing – Core), maximum raw mark 56

This mark scheme is published as an aid to teachers and students, 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.
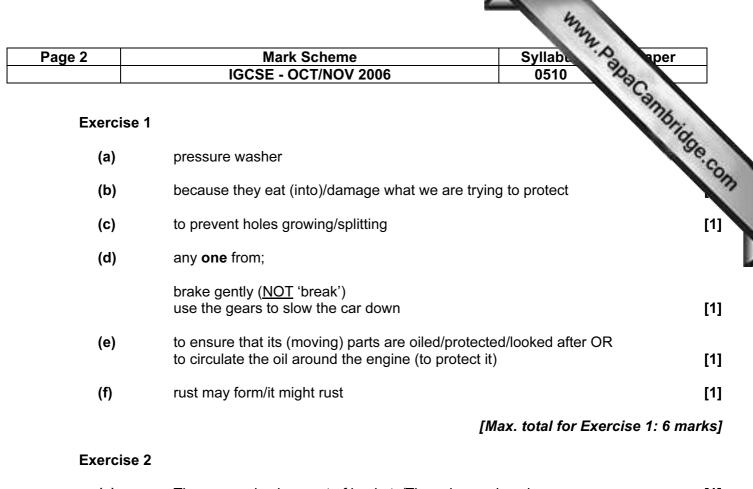
All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

* CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Exercise 1

(a) pressure washer

(b) because they eat (into)/damage what we are trying to protect

(c) to prevent holes growing/splitting [1]

(d) any **one** from;

brake gently (<u>NOT</u> 'break')
use the gears to slow the car down [1]

(e) to ensure that its (moving) parts are oiled/protected/looked after OR
to circulate the oil around the engine (to protect it) [1]

(f) rust may form/it might rust [1]

[Max. total for Exercise 1: 6 marks]

Exercise 2

(a) They coaxed cobras out of baskets/They charmed snakes [1]

(b) **(i)** The income from snake charming (continues to) go(es) down [1]
(ii) An alternative source of making a living/income is not found [1]

(c) Bengal [1]

(d) The wildlife experts [1]

(e) It had halved/50% less/from 1200 to 600 rupees [1]

(f) Playing a (wailing) tune on a *bean* [1]

(g) **(i)** Not listening to the old songs and melodies/traditional bean music
(ii) More interested in DVDs/pop music/technology
(iii) Increasing popularity of wildlife programmes and films [2]
[**any two** for one mark each]

(h) They would get government help/aid/certain privileges OR
revive interest in working with snakes [1]

[Max. total for Exercise 2: 10 marks]

Exercise 3

Note: Correct spelling is essential for the form-filling exercise

Initial Application for Entry to the World Games

PERSONAL DETAILS (Please complete this section in capital letters) [1]

Name: *ANGELA HIGSON* [1]

~~Male~~/Female (delete as appropriate) [1]

Age: *17* [1]

Address: *2561 TURRIERS, HAUTE PROVENCE, FRANCE.* [1]

Telephone Number: *0345 668102* [1]

EXPERIENCE

Total no of years training: *10* [1]

Types of event (please circle as many as needed):

general gymnastics (ribbon work) dance and bounce (vault) floor work [1]

MEDALS AND ACHIEVEMENTS:
Please give details of any two achievements and medals gained:

Note: these details must be given using the first (not third) person.
Any **two** from:

Youngest vaulter (at age 10)

Team Bronze

Deputy Captain of the Gymnastic(s) Squad

second or third in every recent competition [2]

CONTACTS

Parent of guardian: *Marie Higson* [1]

Trainer/s: *Jeanne Jordan and Charles Briaut* [1]

Add the marks up to a total of 12 and divide by 2 to give total for the form-filling, up to a maximum of 6 marks.

In the box below, write one sentence giving your reasons why you feel you should be considered for entry to the games, and one sentence saying how you will pay for your travel and expenses if selected.

Sentence 1:

To score, the candidate must have written a sentence about her unique/unusual choreography in the ribbon work which makes her noticed by the judges AND/OR she has been second or third in every one of her recent competitions.
This must be in the first person.

Sentence 2:

To score, the candidate must have written a sentence about working at the local gym to save money for the accommodation and other expenses AND/OR about the school raising the money for her flight.
This must be in the first person.

2 marks   Proper sentence construction, correct spelling and punctuation, gives the information asked for.

1 mark   Reasonable sentence construction, 1-3 errors of punctuation and/or spelling without obscuring meaning, gives all or most of the information asked for.

0 marks   More than 3 errors of punctuation and/or spelling, AND/OR does not give information asked for or gives irrelevant information, AND/OR not a proper sentence AND/OR meaning obscure.

Add maximum of 4 marks to previous total for a maximum total of 10 marks

[Max. total for Exercise 3: 10 marks]

Exercise 4

Note: this exercise is marked for content (reading), not language.
Tick and number the content points below to a maximum of 6 marks (up to 2 marks per heading).

Physical characteristics shared by gorillas and humans

1. blood type
2. number of hairs   **[2]**

Equipment used to furnish Koko's accommodation

3. bed/nest of blankets
4. barrel
5. curtains
6. toys   **[2]**

How Koko was first taught sign language

7. placing fingers in(to) position
8. rewarding (with food)   **[2]**

[Max. total for Exercise 4: 6 marks]

Exercise 5:

Note: 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	meaning obscure because of density of language errors and serious problems with expression/nothing of relevance
1	expression weak/reliance on lifting from the passage
2	expression limited/some reliance on copying out the notes, but some sense of order
3	expression good, with attempts to group and sequence ideas in own words
4	expression very good: clear, orderly grouping and sequencing, largely own words

[Max. total for Exercise 5: 4 marks]

Exercise 6 and Exercise 7

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

- Award the answer a mark for **content** (C) [out of 5] and a mark for **language** (L) [out of 5] in accordance with the General Criteria table that follows.
  Annotate as follows:
  C (mark) + L (mark) = (ringed total)

- **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 does not 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 for 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 writing 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 are available.

[Max. total for Exercise 6: 10 marks]

[Max. total for Exercise 7: 10 marks]

GENERAL CRITERIA FOR MARKING EXERCISES 6 AND 7
(PAPER 1 – 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	**Limited 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.** NB: 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.**