

**MARK SCHEME for the October/November 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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Exercise 1 Advice For Students – Friendship

- (a) (when you are a) teenager / teenage(d)
- (b) shy (people) [1]
- (c) compliment them / something you have noticed about them / (ask about) school
ANY ONE FROM THREE [1]
- (d) don't share so many interests / they have less in common [1]
- (e) talk to them / show that the friendship is important
AND get together and enjoy some activities / get together and do some activities
do not accept 'get together to enjoy them' [1]
- (f) (they / friends might be a) bad influence [1]
- (g) (your parents are) making some good points / you might be able to reassure them
do not accept 'some good points' on its own [1]
- (h) the school website / www.pinetreeshigh.sch.uk
if the web address is the only answer given, it needs to be accurate [1]

[Total: 8]

Exercise 2 Shark Expert

- (a) lifelong / since he was a boy [1]
- (b) (they have) problem-solving abilities AND social skills BOTH NEEDED [1]
accept 'problem-solving and social skills'
- (c) (sharks) don't eat humans as part of their diet / (the shark) leaves after realising it has
(mistakenly) bitten a human / (human is) not the intended prey [1]
- (d) shark population(s) grow (again) [1]
accept the lift 'the shark populations have had time to grow'
- (e) father worked for a national oceanic organisation / travelled all over Caribbean / lived by the
coast / connected with the sea / lived near an aquarium ANY TWO POINTS [2]
do not accept 'working with sharks in an aquarium'

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- (f) (they) know how to observe behaviour / (they know how to) teach her things by
her

- (g) 700,000 [1]

- (h) through his work at the National Aquarium /
through the media OR through the nature channel /
personally /
persuade people ANY TWO FROM FOUR [1]
if candidate offers 'persuade people personally' this is only credited as one detail

- (i) (they provide) ecological balance AND control other species [1]

- (j) being killed at 2,500 a day
overfishing
they do not have many young
fished for fins / great demand for fins / great demand for shark's fin soup / shark's fin soup is
a favoured food
sharks get caught up in nets of boats fishing for other species ANY FOUR FROM SIX [4]
do not accept '90% of hammerhead sharks have disappeared'

[Total: 14]

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Exercise 3 TV Talent Show Application 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 underline, circle, delete) must be observed with total accuracy.*

Section A: Personal details and experience

Full name: Sarah Harman
Age: 16 (years old)
do not accept 16-year-old
Address: 47 Mill Lane, Southampton
Telephone number: 07922348911
What is your main talent? UNDERLINE Singing
How were you taught? CIRCLE by teacher
Have you ever performed in public before? DELETE NO

Section B: Proposed performance details

Name of performance item: Summer Dreams
Approximate length of performance: 5 minutes / 5 minute solo (song)
Technical equipment required: CD player AND coloured lights BOTH NEEDED

Section C: Additional information

If you are under 18 years of age please indicate whether or not you have your parent's permission to enter the talent show. DELETE NO
Where did you hear about the talent show? CIRCLE personal contact

Max total for Sections A to C: 6 marks

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Section D

Max total for Section D: 2 marks

The sentence must be written in the first person.

Examples: I would want to go to Canada with my parents so that we can visit my grandparents.
= 2 marks
If I win I would like to go to visit my grandparents.
Only 1 detail supplied, therefore maximum of 1 mark. One additional error would mean a mark of 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 / 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 a sentence should be considered as one grammar error.*

[Total: 8]

Exercise 4 Fashion and Wearable Technology

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

Technological clothes already produced

(max 4 marks for this section)

- Jacket with built-in mini disc / jacket with built-in remote control
- Jacket with built-in fans
- Shoe with (embedded) microchip / shoe adjusts (level of) shock absorption
- Perfectly fitted jeans

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Technological clothes being worked on for the future

(max 4 marks for this)

- Trousers with heating coils
- (Clothing) changes shape according to temperature / long-sleeved shirt becomes short-sleeved according to temperature
allow 'application of a small amount of heat' as alternative to 'according to temperature'
tolerate any reference to 'soft to the touch' as additional information
- Spray-on dress / dress made from a chemical formula
- Wrinkle-resistant sweaters
- Air conditioned jackets

[Total: 8]

Exercise 5 Responsible Travel

Content (up to 6 marks)

- respect local people
- respect environment
- fly less / reduce CO₂ emissions
- involve local people (in tourism) / income for local guide / give something back
- travel in small(er) groups (making local people and cultures more accessible)
- value seeing things as they are
- understand local people's privacy / don't intrude
- (rediscover how to) experience nature / prefer to walk
- leave no physical evidence of the visit
- contribute towards conserving natural environment

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]

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Exercise 6 Changes to school life

Exercise 7 Media reports of famous people

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. 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.

[Total Exercise 6: 18]
[Total Exercise 7: 18]

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GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 2)

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>Highly Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: 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. 	8–9	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • Accuracy: No or very few errors. Well constructed and linked paragraphs.
6–7	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	6–7	<p>Precise:</p> <ul style="list-style-type: none"> • Style: 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. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
4–5	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with reasonable attempt at appropriate register, and with 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	<p>Safe:</p> <ul style="list-style-type: none"> • 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.

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<p>2–3</p>	<p>Partly relevant:</p> <ul style="list-style-type: none"> • 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. 	<p>2–3</p>	<p>Errors intrude:</p> <ul style="list-style-type: none"> • 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.
<p>0–1</p>	<p>Little relevance:</p> <ul style="list-style-type: none"> • 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. If essay is completely irrelevant, no mark can be given for language. 	<p>0–1</p>	<p>Hard to understand:</p> <ul style="list-style-type: none"> • 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.