

**MARK SCHEME for the October/November 2010 question paper  
for the guidance of teachers**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/13**

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

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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**Exercise 1 WaterAid**

- (a) swim  
cycle / bike  
run  
**(all three required for 1 mark)** [1]
- (b) hold (own) Taste for Life event [1]
- (c) free / nothing / no cost [1]
- (d) (a range of) resources / (specially written) music and words [1]
- (e) (have to) spend hours / (a) long time searching / looking for water [1]
- (f) find out about (WaterAid) lottery / promote (WaterAid) lottery/ play (WaterAid) lottery / Support WaterAid's vital work [1]

**[Total: 6]**

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**Exercise 2 Six Legs Good**

- (a) transport (their) pollen
- (b) appear in sugar bowls / crawl over (our) shoes / ruin (our) picnics / sting  
(any two for 1 mark) [1]
- (c) (weight of) human population (is) less (than weight of ant population)  
OR (weight of) ant population (is) more (than weight of human population) [1]
- (d) millions of years ago / before / before humans started to walk (on two legs) [1]
- (e) no leader [1]
- (f) (they) capture / feed on (other) small insects  
(they) remove dead (small) birds / mice / rats [2]  
(they) collect it / clear it
- (g) ants have not colonised it / never been there [1]
- (h) Army (ants of South America) AND Leaf-cutter (ants of North America) [1]
- (i) deadly sting [1]

**[Total: 10]**

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### Exercise 3 Student Application Form

*Note: correct spelling is essential for the form-filling exercise.  
Upper case letters required at the start of proper nouns.  
The conventions of form-filling (i.e. instructions to tick, circle and delete) must be observed with total accuracy.*

#### Section A: Personal Details

Marimin Rosales  
Etna 70, Colonia Montes, Mexico City  
05613 927896  
17  
Umberto and Bertha Rosales  
0218 767432

#### Section B: Expedition Details

TICK South  
CIRCLE Hostel  
CIRCLE Parent  
DELETE No  
(I hope to study) Ancient History at (the National) University (of Mexico)  
(I would like to make a future career as an) Archaeologist

*Max. total for Sections A and B: 6 marks*

#### Section C

*Max. total for Section C: 4 marks*

**Sentence 1:** it is expected the candidate will write a sentence stating that her main interest is the study of History, or of the ancient civilisations of Mexico. This should be in the first (not third) person.

**Sentence 2:** it is expected the candidate will write a sentence explaining that she wants to study the ancient culture of the Mayan people. This should be in the first (not third) person.

For each sentence, award up to 2 marks as follows:

- 2 marks:** proper sentence construction; correct spelling and punctuation; gives the information asked for.
- 1 mark:** proper sentence construction; 1–3 errors of punctuation and/or spelling (without obscuring the meaning); gives the information asked for.
- 0 marks:** more than 3 errors of punctuation and / or spelling; and / or does not give the information asked for; and / or not a proper sentence; and / or meaning obscure.

**[Total: 10]**

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#### Exercise 4 Spreading Literacy in Laos

*Note: correct responses only apply if they are placed under the correct heading (as detailed below). Add the correct answers to give a total out of 6. Remember that this exercise is marked for content (reading), not language.*

##### Reasons for illiteracy in rural Laos (*max 2 marks for this heading*)

1. few authors (in Lao language)
2. books expensive / hard to obtain
3. difficulty of getting books into people's hands / villages (isolated) / villages only reached by boat
4. no libraries (in villages) / children rarely have a chance to own / children rarely have a chance to hold a book

##### Anna Dahl's fundraising efforts (*max 2 marks for this heading*)

5. (sponsored 500 km) bike ride across Laos
6. sail along Thames in small boat
7. London Marathon (next year)
8. charity 'River Books'

##### Disadvantages of illiteracy (*max 2 marks for this heading*)

9. can't read (school) textbooks
10. unable to read signs / notices / instructions
11. unable to write own name / fill in forms
12. unable to send emails / text messages

[Total: 6]

#### Exercise 5 Literacy in Laos summary

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 marks** meaning obscure because of density of language errors and serious problems with expression / nothing of relevance
- 1 mark** expression weak / reliance on lifting from the passage
- 2 marks** expression limited / reliance on copying out the notes, 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 own words

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### Exercise 6 End-of-term performance

### Exercise 7 Local food

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 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**, it is unlikely to gain a high mark for content.
- 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: 10]

[Total Exercise 7: 10]

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)
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>
2–3	<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>	2–3	<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>
0–1	<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. Award 1 mark.</li> <li>• 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.</li> </ul>	0–1	<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. Award 1 mark.</li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks.</li> </ul>