

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0510 ENGLISH AS A SECOND LANGUAGE

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

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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 identify and retrieve facts and details

R2 understand and select relevant information

R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas

R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feeling, situation or place

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,R2	9		–	9
Exercise 2	Reading (2)	R1, R2, R4	15		–	15
Exercise 3	Information transfer	R1, R2, R4	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 Tablets in the Classroom

- (a) students have their (own) tablet / schools give the students tablets [1]
- (b) so that they can get good jobs [1]
- (c) download music history encyclopaedia [1]
- (d) (learn to) play an instrument without buying it [1]
- (e) video connections / a feature that lets you interact with a class anywhere in the world [1]
- (f) instant responses / instant comments / instant feedback [1]
- (g) not so easy to lose / harder to lose
(if you're away from school),(teachers can) keep students up-to-date

ONE MARK FOR EACH CORRECT ANSWER [2]

- (h) do not use paper / trees would be save [1]

[Max. total for exercise 1: 9 marks]

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Exercise 2 Silver

- (a) (when) Europeans first went to America [1]
- (b) more than 5000 years (ago) [1]
- (c) highest: Kazakhstan 17 millions (17 000 000) (of) troy ounces
AND
lowest: Iran 3 millions (3 000 000) (of) troy ounces [1]
- (d) jewellery / looking decorative [1]
- (e) destroys ability of bacteria to form chemical bonds / makes the cells fall apart [1]
- (f) promotes growth of new cells / it increases (rate of) healing [1]
- (g) prevents bacteria from building up (in filters)
AND
cleans the water / filters bacteria
ONE MARK FOR EACH CORRECT DETAIL [2]
- (h) water-borne illness [1]
- (i) by silver-coated contacts / special switch that has a silver covering [1]
- (j) clears it / clears mist and ice / see clearly / driving safety [1]
- (k) plates
coins OR money
kept bad spirits away
kept water OR wine OR vinegar fresh
decorated places of worship
anti-bacterial
ONE MARK FOR EACH CORRECT DETAIL [4]

[Max. total for exercise 2: 15 marks]

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Exercise 3 Cruise Feedback 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 tick, circle, delete and underline) must be observed with total accuracy.

Section A: Personal details

Full name: **Ajay Banerjee** ✓

Country of residence: **(Delhi) India** ✓

Email: **ajaban@bol.net.in** ✓

Age range of person completing the form: **CIRCLE 0–25** ✓

Section B: Cruise details

Cruise number: **39781** ✓

Number of passengers in group: **4** ✓

Where did you board the cruise ship? **Southampton** ✓

How did you hear about our cruise? **Grandmother** ✓

Section C: Your opinion

Were you pleased with the quality of services overall?
DELETE NO ✓

Details of all concerns you had before you went on the cruise:
grandmother finds it difficult to walk / grandmother needs a wheelchair ✓
grandmother is a vegetarian ✓

Suggested improvements to the ship's facilities:
room for computer gaming ✓

[Max. total for Sections A, B and C: 6 marks]

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Section D: In the space below, write one sentence of between 12 and 20 words giving details of why you would recommend this cruise.

Sentence must be written from the point of view of Ajay.

Sample sentence 1: I'd recommend the cruise as the food is outstanding and there is plenty of entertainment.

LANGUAGE MARKS

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 1 grammar error.

[Max. total for exercise 3: 8 marks]

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Exercise 4 Precious Objects

Objects and possible reasons for their choice.

[Max. 5 marks this heading]

- 1 keys – (hoping to) return home
- 2 charm bracelet – good luck
- 3 medical kit – save his tools / help the wounded
- 4 statuette of (Egyptian) goddess – (to look at)for praying
- 5 bangles – protection against evil eye / protect from bad fortune

Objects valued by modern disaster survivors and reasons for their choice.

[Max. 4 marks this heading]

- 6 parrot – companion
- 7 televisions – expensive
- 8 torch – light the way
- 9 first aid kit / medical kit – help others

[Max. total for exercise 4: 9 marks]

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Exercise 5 Living Far From Home

Content: (up to 6 marks)

Problems children may face:

- 1 can be frightening in an unfamiliar situation
- 2 struggle to make new friends / not easy to join friendship groups
- 3 missing home
- 4 separated from extended family / separated from their families in their own country
- 5 language barrier / learn a new language
- 6 unfamiliar customs
- 7 may feel lonely

How parents can help their children:

- 8 find a balance between keeping in touch with loved ones from back home and working on new social interactions.
- 9 talk to children / listen to children / communicate with their children
- 10 create stable (home) environment
- 11 help children to be involved in social activities / help children to be involved in sport

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: Brother's birthday party

Exercise 7: Homework

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

- 1 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.
- 2 **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).
- 3 **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).
- 4 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.
- 5 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. If one bullet point is missing, a maximum mark of C4 can be awarded.
- 6 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.
- 7 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.
- 8 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.
- 9 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.
- 10 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)
8–9–10	<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>
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>

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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>
2–3	<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>	2–3	<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>
0–1	<p>Little relevance: 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>	0–1	<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>