# MARK SCHEME for the October/November 2014 series

## 0510 ENGLISH AS A SECOND LANGUAGE

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

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.

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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  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
R4  infer information from texts

**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 | 9 | | – | **9** |
| Exercise 2 | Reading (2) | R1 | 15 | | – | **15** |
| Exercise 3 | Information transfer | R1, R2 | 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* |

**Exercise 1: Spotlight on Chocolate**

**(a)** the cacao farmers/cacao growers [1]
*do not accept spelling 'cocoa'*
*do not accept 'farmers' on its own*

**(b)** the trunk [1]

**(c)** one [1]

**(d)** <u>in(to)</u> chocolate
<u>make</u> cocoa butter [1]
BOTH REQUIRED FOR ONE MARK
*Do not accept spelling 'cacao'*

**(e)** addition of cocoa butter/ it has cocoa butter in it [1]
*do not accept 'cocoa butter' on its own*
*do not accept spelling 'cacao'*

**(f)** <u>forest canopy</u> prevents the trees drying out
<u>predators</u> destroy the insects (that would eat the cacao crop)
leaf litter enriches the soil
leaf litter helps plants grow
no need for chemical fertiliser
*do not accept spelling 'dying out'*
*do not accept spelling 'cocoa'*
*accept 'fallen leaves' for 'leaf litter'*

ONE MARK FOR EACH DETAIL [2]

**(g)** a ticket to the Maya Gold chocolate factory/a visit to the Maya Gold chocolate factory. [1]

**(h)** name, address **and** age.
ALL NEEDED FOR ONE MARK [1]

*Max total for exercise 1: 9 marks*

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**Exercise 2: T-rex**

**(a)** 1820s / 1820 [1]
*do not accept 'since the 1820s'*

**(b)** swampland **and** forest. BOTH NEEDED FOR ONE MARK [1]

**(c)** jaw **and** backbone. BOTH NEEDED FOR ONE MARK [1]

**(d)** American Museum of Natural History [1]

**(e)** <u>aided</u> movement
counterbalance the <u>enormous</u> head [2]
*accept suitable synonyms for 'aided' and 'enormous' i.e. 'huge' 'big'*

**(f)** grow again [1]

**(g)** analysis of the skull [1]

**(h)** tough, scaly [1]

**(i)** slow/lumbering/(potential) victims could outrun it [1]

**(j)** Dacentrurus 1.5m (but accept answers within the range 1m to 1.9m) [1]

**(k)** ANY FOUR FROM THE FOLLOWING POSSIBLE ANSWERS:
   1   enjoy learning about them
   2   play with models of them
   3   enthusiastic about dinosaur exhibitions
   4   novels about them <u>are popular</u>
   5   films about them <u>are popular</u> / Jurassic Park <u>is popular</u> [4]
*Accept 'T-rex' for 'dinosaurs' in answers 1–3*
*Credit with two marks the lift 'Novels and films, featuring dinosaurs, are enduringly popular'*

***Max total for exercise 2: 15 marks***

**Exercise 3: ATP Student Feedback Questionnaire**

**SECTION A: Personal Details**

Full Name: **Leila Ranjit**

Male/Female: **DELETE MALE**

Age: **17/17 years old**

Name of person who arranged your work experience: **(Mr) Wilson**

School Name: **Lakeview Community School**

School Address: **1767 Falling Leaf Avenue, Toronto, L3J 6T8 (Canada)**

Full Name of any other student from your school attending the event: **Eric Ranjit**


**SECTION B: Work Experience Details**

Date of work experience: **21 June**

Which session(s) did you attend ? Tick **Morning and afternoon**

How helpful were the staff representatives? **Very/very well-informed/very friendly/(friendly and) informative/ answered all questions/great**

What was your opinion of the lunch provided? **Excellent**

What was the most memorable activity of the day? **life raft**

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

**SECTION C**

Write one sentence between 12–20 words saying whether you would recommend this work experience and why.

The sentence must be written in the first person.
If only one part of the question is addressed, a maximum of one mark can be awarded. Any additional error = 0.

Acceptable example sentences

**Yes, because I did real tasks just like the real cabin crew.**

**I would recommend ATP for work experience as I did /you do practical tasks, just like real cabin crew.**

**I would recommend ATP for work experience as I got/you get a real understanding of the work of the airline crew.**

**I would recommend ATP for work experience because you can see if you want to work in the travel industry.**

*Accept examples of practical tasks and emergency situations.*

**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 the sentence should be considered as 1 grammar error.*

***Max total for exercise 3: 8 marks***

**Exercise 4: Garlic – the lifesaver**

### Historical uses *(max 3 marks this heading)*

1   religious/spiritual

2   currency

3   an <u>internal</u> cleanser
*Do not accept spelling 'cleaner'*

### Possible benefits *(max 3 marks this heading)*

4   brings out flavour of other ingredients

5   reduce(d) heart disease / low rates of heart disease

6   reduce(d) rates of cancer / low rates of cancer
*Do not accept 'reduced cancer' without 'rates'*

7   Improves health of asthma sufferers
*Do not accept 'cures asthma'*

### Possible problems *(max 3 marks this heading)*

8   destroys natural bacteria <u>in the gut</u>

9   dermatitis / irritating skin condition

10   inflammation <u>of the stomach</u>

11   blood clotting <u>difficulties</u>

12   makes breath smell/bad breath/lingers on breath

*Max total for exercise 4: 9 marks*

## Exercise 5: Orphaned Elephants

Award maximum of 6 marks for Content and a maximum of 5 marks for Language.

### Content: (up to 6 marks)

**Problems of orphaned elephants**
1. difficult to feed <u>by hand</u>/will refuse food unless they touch something that feels like mother's body
2. drink slowly
3. suffer from depression/mourn/grieve
4. get jealous/competitive
5. get pneumonia <u>easily</u>
6. get dry skin/parasites/ticks

**Ways keepers overcome elephants' problems**
7. keepers tie a (woollen) blanket around their bodies
8. take time/patience when feeding
9. use (expert) nursing skills
10. use techniques to manage behaviour/manage jealousy/manage competitiveness
11. protect elephants from rain/wind/pneumonia with blankets/umbrellas
12. rub (coconut) oil into skin

### 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***

**Exercise 6: Unexpected meeting with old friend**


**Exercise 7: A new zoo for our town**

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

- 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.

- **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.

*Max total for exercise 6: 19 marks*

*Max total for exercise 7: 19 marks*

## 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 | **Highly effective**:<br><br>*Relevance*:<br>Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.<br>*Award 10 marks*.<br><br>Fulfils the task, with consistently appropriate register and very good sense of purpose and audience.<br>*Award 8/9 marks*.<br><br>*Development of ideas*:<br>Original, well-developed ideas. Quality is sustained. Outstanding.<br>*Award 10 marks*.<br><br>Shows some independence of thought. Ideas are well developed, at appropriate length and convincing. The interest of the reader is sustained.<br>*Award 9 marks*.<br><br>Ideas are well developed and at appropriate length. Enjoyable to read.<br>*Award 8 marks*. | 8–9 | **Precise**:<br><br>*Style*:<br>Ease of style. Confident and wide-ranging use of language, idiom and tenses.<br>*Award 9 marks*.<br><br>A range of language, idiom and tenses.<br>*Award 8 marks*.<br><br>*Accuracy*:<br>Well-constructed and linked paragraphs with very few errors of any kind. |

| 6–7 | **Effective**: | 6–7 | **Competent**: |
|---|---|---|---|
| | *Relevance*:<br>Fulfils the task, with appropriate register and a good sense of purpose and audience.<br>*Award 7 marks*.<br><br>Fulfils the task, with appropriate register and some sense of purpose and audience.<br>*Award 6 marks*.<br><br>**Development of ideas**:<br>Ideas are developed at appropriate length. Engages reader's interest. | | *Style*:<br>Sentences show variety of structure and length. Attempt at sophisticated vocabulary and idiom. *Award 7 marks*.<br><br>Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. *Award 6 marks*.<br><br>*Accuracy*:<br>Mostly accurate apart from minor errors which may include infrequent spelling errors. Good use of paragraphing and linking words. *Award 7 marks*.<br><br>Generally accurate with frustrating errors. Appropriate use of paragraphing. *Award 6 marks*. |
| 4–5 | **Largely relevant**:<br><br>*Relevance*:<br>Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions.<br>*Award 5 marks*.<br><br>Does not quite fulfil the task although there are some positive qualities. There may be digressions.<br>*Award 4 marks*.<br><br>**Development of ideas**:<br>Material is satisfactorily developed at appropriate length. | 4–5 | **Satisfactory**:<br><br>*Style*:<br>Mainly simple structures and vocabulary but sometimes attempting a wider range of language. *Award 5 marks*.<br><br>Mainly simple structures and vocabulary. *Award 4 marks*.<br><br>*Accuracy*:<br>Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence. *Award 5 marks*.<br><br>Meaning is generally clear. Simple structures are usually sound. Errors do not interfere with communication. Paragraphs are used but without coherence or unity. *Award 4 marks*. |

| 2–3 | **Partly relevant**:<br><br>***Relevance***:<br>Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience.<br>*Award 3 marks*.<br><br>Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience.<br>*Award 2 marks*.<br><br>***Development of ideas***:<br>Supplies some detail but the effect is incomplete and repetitive. | 2–3 | **Errors intrude**:<br><br>***Style***:<br>Simple structures and vocabulary.<br><br>***Accuracy***:<br>Meaning is sometimes in doubt. Frequent errors do not seriously impair communication.<br>*Award 3 marks*.<br><br>Meaning is often in doubt. Frequent, distracting errors which slow down reading.<br>*Award 2 marks*. |
|---|---|---|---|
| 0–1 | **Little relevance**:<br><br>Very limited engagement with task, but this is mostly hidden by density of error.<br>*Award 1 mark*.<br><br>No engagement with the task or any engagement with task is completely hidden by density of error.<br>*Award 0 marks*.<br><br>If essay is completely irrelevant, no mark can be given for language. | 0–1 | **Hard to understand**:<br><br>Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. *Award 1 mark.*<br><br>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing.<br>*Award 0 marks.* |