

# UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

## MARK SCHEME for the May/June 2006 question paper

### 0510 ENGLISH AS A SECOND LANGUAGE

0510/02

Paper 2, maximum raw mark 84

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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 minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

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

<b>Page 1</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2006</b>	<b>0510</b>	<b>02</b>

### Exercise 1

- (a) (wild) animal parks / wildlife parks [1 mark]
- (b) \$2.99 [1 mark]
- (c) (give) talks (about the animals they look after) [1 mark]
- (d) 3.00pm / 15.00 (hours) [1 mark]
- (e) the website / www.westcoastholparks.net / education packs / talks [1 mark]
- (f) Port Lympen [1 mark]
- (g) (i) full paying child [1 mark]
- (ii) (bring) original voucher [1 mark]

**[Max. total for Exercise 1: 8 marks]**

### Exercise 2

- (a) The first all women's team to have reached both poles [1 mark]
- (b) She will lose 2 kilos / 2 kilos less / 62 to 60 kilos. [1 mark]
- (c) How we feel cold / how the body survives the cold [1 mark]
- (d) She is older (15 years) [1 mark]
- (e) a (good) layer of insulation [1 mark]
- (f) (Team) base camp manager [1 mark]
- (g) Fruit is too heavy to carry / multivitamins are lighter [1 mark]
- (h) they boil snow / by boiling snow / they melt snow / by melting snow [1 mark]
- (i) Cover 5 miles in a day **and** drift 10 miles backwards  
(BOTH IDEAS FOR 2 MARKS) [2 marks]
- (j) Tick and number points (up to a maximum of 4)  
 1. suffer extreme cold / temperatures lower than -40°C  
 2. pull nearly twice their own weight (in supplies)  
 3. spend 10 hours each day covering the necessary distance / walking  
 4. travel more than 500 miles (on moving pack ice)  
 5. like running a daily marathon for months on end  
**(any 4 for 4 marks)** [4 marks]

**[Max. total for Exercise 2: 14 marks]**

Page 2	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2006	0510	02

**Exercise 3**

**Note: correct spelling is essential for the completion of Section A.**

<b>VOLUNTEER FEEDBACK FORM</b>	
<b>SECTION A</b>	
SURNAME <u>Wheeler</u> ..... INITIAL <u>J</u> .....	[1]
ADDRESS <u>12 Russell Street Birmingham England</u> .....	[1]
AGE <u>18</u> .....	[1]
TIME SPENT AT CAMP (please circle one) Less than one month / <u>one to two months</u> / more than two months	[1]
ACTIVITIES TAUGHT (please underline) Water sports, <u>Swimming</u> , Volleyball, Badminton, <u>Basketball</u>	both for [1]
AGE GROUP TAUGHT (please circle one) Ages 7-9 / <u>ages 9-11</u> / ages 11-13	[1]
NUMBER OF CHILDREN IN GROUP <u>8</u> .....	[1]
MOST STUDENTS CAME FROM <u>Britain/UK</u> ..... (Name the country)	[1]
DID YOU EXPERIENCE ANY PROBLEMS AT THE CAMP? <u>Homesick(ness)</u> .....	[1]
WOULD YOU LIKE TO WORK AT THE CAMP IN THE FUTURE? (please delete one) Yes / <del>No</del>	[1]
WHAT WOULD BE YOUR PREFERENCES FOR ANY FUTURE WORK? 1) <u>Teach water-sports</u> .....	[1]
2) <u>(Work with) older children</u> .....	[1]

Add the correct responses and then halve them to give a score out of 6. Then add this to the total for the sentence in Section B.

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2006</b>	<b>0510</b>	<b>02</b>

### Section B

Award up to 2 marks as follows:

**2 marks:** no fewer than 12 and no more than 20 words; proper sentence construction; correct spelling and punctuation; relevant to context.

**1 mark:** no fewer than 12 and no more than 20 words; proper sentence construction; 1-3 errors of punctuation and/or spelling that do not obscure meaning; relevant to context.

**0 marks:** more than 3 errors of punctuation and/or spelling; AND/OR irrelevant to context; AND/OR not a proper sentence; AND/OR fewer than 12 or more than 20 words; AND/OR writing in third person.

**Example sentence:** I'm considering working with children in the future, possibly as a teacher.

**[Max. total for Exercise 3: 8 marks]**

#### Exercise 4

Tick and number the points below:

##### Problems with landfill sites

- 1 Not pretty
- 2 Toxic compounds entering groundwater (system)
- 3 Risk of birth defects
- 4 (Unpleasant) smells
- 5 Burying waste leads people to forget about it [3]

##### Measures in place to reduce these problems

- 6 Use of deodorizer
- 7 Lining of collection points / protective material [2]

##### Financial incentives to recycle waste

- 8 Tax reductions
- 9 (More) funds to local councils
- 10 'Pay as you throw' / metered home collection system [3]

**Award marks up to the maximum for each heading.**

**[Max. total for Exercise 4: 8 marks]**

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2006</b>	<b>0510</b>	<b>02</b>

### **Exercise 5**

Mark up to 6 for **content** and up to 4 for **language**.

Count words and cross out everything after 120.

Do not award language marks if there is no content.

#### **Content** (up to 6 marks)

Tick and number the points below

- 1 can stand up for herself / chased off a fellow inmate (Salome) stealing food
- 2 shows interest in / playfights with a possible mate / plays with Bongo
- 3 able to reach towards food
- 4 doesn't have to feel here way around
- 5 now able to go outside
- 6 interacts / communicates with other gorillas
- 7 explores (gorilla island)

#### **Language** (up to 4 marks)

- 0 meaning obscure because of density of language errors and serious problems with expression / nothing of relevance.
- 1 expression weak / reliance on lifting without discrimination
- 2 expression limited / some reliance on lifting from the original, 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: 10 marks]***

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2006	0510	02

### Exercise 6 and Exercise 7

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.

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 one of the top three mark bands.
- 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 one of the top three mark bands.
- 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.
- 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: 18 marks]**

**[Max. total for Exercise 7: 18 marks]**

Page 6	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2006	0510	02

### 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><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> 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.</li> </ul>	8-9	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> None or very few errors. Well-constructed and linked paragraphs.</li> </ul>
6-7	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	6-7	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> 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.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>
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 most 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>