

**MARK SCHEME for the October/November 2011 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.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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### Exercise 1 Wedding Customs Around The World

- (a) TV AND internet [1]
- (b) to show that the couple are leaving old life behind them / to show couple's new life together (as one) [1]
- (c) they smash them all [1]
- (d) to bring good luck / to wish couple a happy life. [1]
- (e) unmarried AND of good character / good [1]
- (f) drag a towel behind her (clearing a path) [1]

[Total: 6]

### Exercise 2 Precious Rainforests

- (a) Asia AND Pacific [1]
- (b) rainforest (once covered 14% of land) now only 6% AND 1½ acres destroyed every second. [1]
- (c) those surviving on (less than) US \$2 a day [1]
- (d) rich people / cattle ranchers / soya bean farmers / timber plantation owners / governments  
ANY TWO [1]
- (e) illnesses brought by outside peoples  
AND the violence of invaders. ONE MARK FOR EACH DETAIL [2]
- (f) (1975) gold and uranium discovered / roads built / mines opened [1]
- (g) (to help) safeguard it [1]
- (h) (over 120) medicines / (25% of) cancer fighting drugs / medical research  
ANY TWO FROM THREE [2]

[Total: 10]

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### Exercise 3 Holiday 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 underline, circle, delete) must be observed with total accuracy.*

#### Section A Personal details

Name of person who booked the holiday: Mr Jacques Benoit

Address: 24, Rue Victor Cousin, Bagnolet, Paris 93171

Number of people in holiday group: 4

Please give ages of any holiday-makers under 18 years old: 14 and 16

#### Section B Holiday details

Date of departure: 14<sup>th</sup> May 2011

Flight number **and** destination: ATC 792 AND Edinburgh

Did the flight leave on time? DELETE NO

Name of hotel visited: Castleview Hotel

Have you visited the hotel before? DELETE YES

First impressions of the hotel: CIRCLE Excellent

Were any of the rooms unsatisfactory? UNDERLINE swimming pool

What was your favourite evening entertainment? acrobats

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

#### Section C

*Max. total for Section C: 4 marks*

Sentence 1 and 2 must be written in the first person.

**Sentence 1:** it is expected that the candidate will write something about the fact that the flight was punctual and the cabin crew were attentive and polite / vegetarian meal which was booked was not provided.

**Sentence 2:** it is expected that the candidate will write something about being unhappy with the holiday and/or the brochure not being honest.

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

**2 marks:** proper sentence construction; correct spelling, punctuation and grammar; gives the information asked for.

**1 mark:** proper sentence construction; 1–3 errors of punctuation / spelling / grammar (without obscuring meaning); gives the information asked for.

**0 marks:** more than 3 errors of punctuation / spelling / grammar; and/or does not give the information asked for; and/or not a proper sentence; and/or meaning obscure.

*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.*

**[Total: 10]**

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#### **Exercise 4 The Middle Eastern Wildlife Park**

*NB Correct answers only apply if they are placed under the correct sub-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.*

##### **Achievements of the wildlife park (max 2 marks this section)**

1. home to 30 species of animals / conservation of animals  
*accept individual examples – oryx, gazelles, hares*
2. alternative energy plant / wind turbine generates 1% of island's needs
3. water consumption cut (from 55 million to 40 million litres a day)

##### **Activities available for visitors to the wildlife park (max 2 marks this section)**

4. safari
5. camping / camps
6. snorkelling
7. bike riding

##### **Negative points about the wildlife park (max 2 marks this section)**

8. some creatures are not always easy to spot  
*accept individual examples – turtles, sharks, dolphins, rays*
9. rubbish on beach / plastic and metal mixed with sea shells / plastic and metal at the water's edge
10. hotel air-conditioning (not eco-friendly)
11. extreme heat at certain times of year

**[Total: 6]**

#### **Exercise 5 Middle Eastern Wildlife Park: 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 meaning obscure because of density of language errors and serious problems with expression / nothing of relevance
- 1 expression weak / reliance on lifting from the passage
- 2 expression limited / reliance on copying out the notes, 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

**[Total: 4]**

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### Exercise 6: Reward for passing exams

### Exercise 7: Leave home when starting university

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

- Award the answer a mark for **content (C)** [out of 5] and a mark for **language (L)** [out of 5] 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 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 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 is available.

**[Total exercise 6: 10]**

**[Total exercise 7: 10]**

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**GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 1)**

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>