

MARK SCHEME for the October/November 2012 series

0510 ENGLISH AS A SECOND LANGUAGE

0510/23 Paper 2, (Reading and Writing – Extended),
maximum raw mark 84

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.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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	8		---	8
Exercise 2	Reading (2)	R1, R4	14		---	14
Exercise 3	Information transfer	R1, R2, R4	6	W1, W5	2	8
Exercise 4	Note-making	R1, R2, R3	8		---	8
Exercise 5	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5	4	10
Exercise 6	Writing (1)		---	W1, W2, W3, W4, W5, W6	18	18
Exercise 7	Writing (2)		---	W1, W2, W3, W4, W5, W6	18	18
						84

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Exercise 1 Eating out in Kuala Lumpur

- (a) eating out / variety of dishes / quality of food [1]
- (b) people (are) enjoy(ing) each other's company [1]
- (c) simple dishes full of flavour [1]
- (d) can serve 1000 people a night / has been open for 54 years
/ offers extensive menu ANY TWO FROM THREE [1]
- (e) intermarriage between Chinese and Malays [1]
- (f) takes a great deal of preparation [1]
- (g) manages father's stall / manages original stall [1]
- (h) noodles [1]

[Total: 8]

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Exercise 2 The Many Uses of Gold

- (a) financial security / insurance [1]
- (b) finding a bank is difficult [1]
value stays strong even when the value of money goes down
ONE MARK FOR EACH DETAIL [1]
- (c) only valuable possession / only protection against (personal) misfortune [1]
- (d) demand is high / demand has grown by 20% [1]
- (e) 20 thousand tonnes [1]
- (f) decoration / jewellery AND medicine BOTH REQUIRED FOR ONE MARK [1]
- (g) during heart surgery
/ stents OR put into blocked arteries OR blood flow
/ in pacemakers / keep the heart beat regular
/ deliver precise doses of drugs ANY TWO FROM FOUR [2]
- (h) air-bag (systems) [1]
- (i) ANY FOUR FROM THE FOLLOWING:
- it does not change colour
 - does not react with other substances
 - shows up easily on X-rays
 - high level of reliability
 - conducts electricity efficiently

ONE MARK FOR EACH CORRECT DETAIL, UP TO A TOTAL OF 4 [4]

[Total: 14]

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Exercise 3 Library Assistant: Application 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: Luke Sellers

Age: 18

Address: 290 Northland Terrace, Wellington 6012, (New Zealand)

Phone no: 0220769753

Email address: lukes@netco.nz

Your present status: CIRCLE on a gap year

SECTION B: Additional details

Have you worked in a library before? DELETE YES

Do you have experience of the following: TICK using email filing

Positions of responsibility which you have held:

- In charge of reading club (BOTH REQUIRED)
- Captain of cycling team

When are you available to start? 21st January

Do you require a car parking space? Delete YES

Where did you see the job advertised? UNDERLINE newspaper

Max. total for Sections A and B: 6 marks

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SECTION C:

Max. total for Section C: 2 marks

In the space below, write **one** sentence of between 12 and 20 words, explaining what sort of books you enjoy reading and why you think reading is important.

The sentence must be written in the first person.

Example: I enjoy reading foreign novels / books and I believe that it can help people to understand the world.

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.

[Total: 8]

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Exercise 4 Teaching English Abroad

NB correct responses only apply if they are placed under the correct sub-heading (as detailed below). Add the correct answers to give a total out of 8.

Remember that this exercise is marked for content (reading), not language.

What motivates the teacher

(max. 2 marks this heading)

- beauty of the (English) language / beauty of our language
- (opportunity to) discover other cultures
- find common ground through language

The joys of teaching

(max. 2 marks this heading)

- student being able to say something that is not a repetition / not a learnt phrase / in own words
- student passing an exam

What the teacher has learnt

(max. 4 marks this heading)

- to be organised
- switch quickly to another activity
- difficult to learn another language
- students need structure / students need goals
- good sense of humour
- avoid boredom / find inspiration in other ways / when you've used every text book it becomes tedious

[Total: 8]

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Exercise 5 Sleepy Teenagers

Count words and indicate when the 120 word limit has been reached. Do not award language marks if there is no content to reward.

Content (up to 6 marks)

- teenagers' sleep is shallower
- have to wake up early
- irregular sleep schedules / disruption of sleep pattern
- academic work increases
- many other activities / social / sport
- have to work to earn money / work long hours
- physical changes / emotional changes
- taking on more adult roles
- worries about their future

Language (up to 4 marks)

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 without discrimination

2 marks: expression limited/some reliance on lifting from the original, 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 in own words

[Total: 10]

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Exercise 6 Two photos that are important to you

Exercise 7 Long hours vs short hours

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 **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.
- 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: 18]

[Total Exercise 7: 18]

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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	<p>Highly effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: 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. 	8–9	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • Accuracy: No or very few errors. Well-constructed and linked paragraphs.
6–7	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	6–7	<p>Precise:</p> <ul style="list-style-type: none"> • Style: 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. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
4–5	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: 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. • Development of ideas: Material is satisfactorily developed at appropriate length. 	4–5	<p>Safe:</p> <ul style="list-style-type: none"> • Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • Accuracy: 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.

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2–3	<p>Partly relevant:</p> <ul style="list-style-type: none"> • Relevance: 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. • Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. 	2–3	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: 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.
0–1	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark. • 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. 	0–1	<p>Hard to understand:</p> <ul style="list-style-type: none"> • 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. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks.