

**MARK SCHEME for the October/November 2013 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.

Cambridge is publishing the mark schemes for the October/November 2013 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

		<b>Reading objectives tested</b>	<b>Marks for reading objectives</b>	<b>Writing objectives tested</b>	<b>Marks for writing objectives</b>	<b>Total available marks</b>
Exercise 1	Reading (1)	R1	9		–	<b>9</b>
Exercise 2	Reading (2)	R1	15		–	<b>15</b>
Exercise 3	Information transfer	R1, R2	6	W1, W5	2	<b>8</b>
Exercise 4	Note-making	R1, R2, R3	9		–	<b>9</b>
Exercise 5	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5	5	<b>11</b>
Exercise 6	Writing (1)		–	W1, W2, W3, W4, W5, W6	19	<b>19</b>
Exercise 7	Writing (2)		–	W1, W2, W3, W4, W5, W6	19	<b>19</b>
						<b>90</b>

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### Marking rationale

- In general, for the exercises which test only reading skills (Exercise 1, Exercise 2, Exercise 4) spelling errors are tolerated where they do not interfere with the communication of the correct answer. However, where the error creates another word with a different meaning, the mark is not awarded.
- For Exercise 3 (form-filling) *reading marks* are awarded for the accurate transfer of information and spelling errors are therefore not tolerated. In addition, the conventions of form-filling (i.e. instructions to tick, delete, underline, circle) must be observed with total accuracy.
- For Exercise 3 *writing marks*, candidates write a sentence which is marked according to the descriptors (detailed later in the mark scheme).
- Any detail contained within brackets (like this) in the mark scheme is **not** required for the award of marks. It is *additional* information which it is anticipated a number of candidates will include.
- Where candidates include additional unnecessary information, use the following rule:
  - If the excess detail is irrelevant and does not interfere with the communication of the correct answer, the mark(s) may be awarded
  - If the excess detail contains clearly incorrect information, i.e. negates the correct answer, the mark(s) should not be awarded
- In general synonyms are accepted but where a candidate has rearranged or re-worded the answer please check carefully that the key information has been conveyed.

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### Exercise 1 Visiting France

- (a) valleys, rivers, gorges ALL 3 FOR 1 MARK [1]
- (b) large houses/castles/chateaux/medieval castles [1]
- (c) Pyrenees [1]
- (d) high temperatures [1]
- (e) cycle paths [1]
- (f) café life/romantic/Metro OR easy to travel/everywhere something new OR exciting to discover  
ONE MARK FOR EACH CORRECT DETAIL – MAXIMUM 2 MARKS [2]
- (g) outside large cities [1]
- (h) service charge is included/included in the bill/it is included [1]

**[Max total for exercise 1: 9 marks]**

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### Exercise 2 Spices

- (a) supplying spices/trade in spices/selling spices [1]
- (b) cheaper [1]
- (c) 38 624 kilometres/km AND two years BOTH DETAILS FOR 1 MARK [1]
- (d) cargo worth 60 times the cost of the trip/making da Gama a wealthy man/rich people exchanged gold for spices [1]
- (e) struggle for control over spice trade  
violent battles at sea ONE MARK FOR EACH DETAIL [2]
- (f) oil [1]
- (g) food not fresh/food too unpleasant to eat/so that the food would be pleasant to eat [1]
- (h) preserving food/preservative/prevent food from going bad [1]
- (i) UK AND 200 million US dollars [1]
- (j) from generation to generation [1]
- (k)
  - funeral ceremonies
  - drink
  - money/pay rent
  - medicinal purposes
  - to keep married couples together
[4]

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

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### Exercise 3 Perfume Profile 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: Details of person completing the form

Name: **Adirake Boonmee** ✓

Address: **275 Rama Avenue, Rajatevee, Bangkok 10210** ✓

Telephone number: **0866551975** ✓

Please state maximum amount you wish to spend: **100 dollars/\$100/100\$** ✓

Method of payment: **card** ✓

#### Section B: Details of person for whom you wish to buy the perfume

Gender: **DELETE Male** ✓

Age: **CIRCLE 26–40** ✓

Occupation: **accountant** ✓

Favourite drink: **chocolate/ hot chocolate/drinking chocolate** ✓

What is the person's favourite holiday environment? **TICK beach** ✓

What type of fragrance does this person like? **flowery / flower / sweet-smelling / flowers** ✓

Is the appearance of the bottle important to this person? **DELETE No** ✓

**[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, giving further information about why you want to buy perfume for this person.

The sentence must be written from the point of view of Adirake. One piece of information is sufficient – see final sample sentence below.

#### SAMPLE SENTENCES:

It is my mother's birthday and she is always talking about the latest perfumes.

My mother rarely buys perfume for herself because she spends her money on treats for the family.

I know that my mother likes to smell good when she is working.

I want to buy it as a gift for my mother's fortieth / 40th birthday.

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.

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

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#### **Exercise 4 Mobile phones**

##### **Benefits of the mobile phone to non-business users**

[max 2 marks this heading]

1. children can call in an emergency
2. parents are confident that children can reach them
3. contact emergency services faster/no need to wait for help
4. easier to call home for people on holiday/don't have to struggle with public phones

##### **Benefits to business people of having a mobile phone**

[max 3 marks this heading]

5. access to clients 24 hours a day/access to clients 7 days a week/clients can contact at any time/always able to do business
6. can check email/check email when out of office
7. dual SIM card capability/use their phone for private and business purposes.

##### **Disadvantages of the mobile phone**

[max 4 marks this heading]

8. no barrier between public and private life
9. no sense of freedom/can always be contacted
10. teenagers feel anxiety if they miss a call/text
11. teenagers get depressed if they don't have their phone
12. school problems if not allowed phone in class
13. addiction/obsession
14. teenagers driving and phoning can cause accidents

**[Max total for exercise 4: 9 marks]**



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### Exercise 5 Lady

**Content:** [up to 6 marks]

- 1) is 26 years old
- 2) has produced 48 baby birds
- 3) has outlived 2 mates
- 4) has returned to her nest for 19 years
- 5) survived her illness
- 6) has a unique defect in her eye
- 7) challenges all that was thought to be true about ospreys
- 8) no other osprey has ever been observed as much as Lady/last year 33 000 viewed her/this year 120 000 viewed her/has been observed by many people
- 9) has encouraged a new interest in the survival of the osprey

**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: Worked hard for something

### Exercise 7: New supermarket

Transcribing the prompts with no original development by the candidate will limit both content and language marks to the 2–3 band. However, if candidates also include some original ideas, higher marks can be awarded.

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]**

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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><b>Highly effective:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> 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><b>Precise:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> Well-constructed and linked paragraphs with very few errors of any kind.</p>
6–7	<p><b>Effective:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Ideas are developed at appropriate length. Engages reader's interest.</p>	6–7	<p><b>Competent:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> 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><b>Largely relevant:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</p>	4–5	<p><b>Satisfactory:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> 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><b>Partly relevant:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Supplies some detail but the effect is incomplete and repetitive.</p>	2–3	<p><b>Errors intrude:</b></p> <p><b>Style:</b> Simple structures and vocabulary.</p> <p><b>Accuracy:</b> 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><b>Little relevance:</b></p> <p>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><b>Hard to understand:</b></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>