

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0510 ENGLISH AS A SECOND LANGUAGE

0510/11

Paper 1 (Reading and Writing – Core),
maximum raw mark 70

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.

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IGCSE English as a Second Language Core Tier Reading/Writing (Paper 1)

This component forms part of the Core 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

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 1

		Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	R1	7		–	7
Exercise 2	Reading (2)	R1	11		–	11
Exercise 3	Information transfer	R1, R2	10	W1, W5	4	14
Exercise 4	Note-making	R1, R2, R3	7		–	7
Exercise 5	Summary		–	W1, W2, W3, W4, W5	5	5
Exercise 6	Writing (1)		–	W1, W2, W3, W4, W5, W6	13	13
Exercise 7	Writing (2)		–	W1, W2, W3, W4, W5, W6	13	13
						70

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Exercise 1: Children's Museum

- (a) ten years [1]
do not accept 'after ten years'
- (b) walk into igloo / feel (the coldness of) ice [1]
accept synonyms for 'walk' e.g. 'enter/go'
- (c) suggest how it looks / suggest what they want inside / design(ed) by them [1]
- (d) climb trees AND roll down hills [1]
BOTH NEEDED FOR ONE MARK
- (e) links with (local) libraries [1]
- (f) pretend they work at weather centre / predict storms / predict rain [1]
- (g) under age one / under ones [1]
do not accept 'under one' on its own

Max total for exercise 1: 7 marks

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Exercise 2: The World of Antarctica

- (a) (strong) sense of adventure [1]
- (b) July 1 **AND** 3 hours
do not accept '3 daylight in hours' [1]
- (c) violent thunderstorms AND gigantic waves [1]
BOTH REQUIRED FOR ONE MARK
- (d) search (for) places to breed [1]
- (e) penguin(s) [1]
- (f) snowmobiles [1]
- (g) might fall into a deep hole / in case of accident(s) and injury(ies) [1]
- (h) birthdays AND festivals [1]
BOTH REQUIRED FOR ONE MARK
- (i) difficult to thaw the food [2]
use(d) drills(to cut the food)
ONE MARK FOR EACH CORRECT ANSWER
- (j) they stared for many minutes / they stood for many minutes / they stood and stared [1]

Max total for exercise 2: 11 marks

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Exercise 3: Portugal Heritage Membership Application Form

Section A: Details of person completing form

Full name: **Jose Espinola**

Contact details: phone **345298746**

Email **joduspino@com.pt**

Is this membership for yourself?

DELETE YES

Section B: Membership details

Full name: **Benedita Pais**

Home address: **64 Avenida de Liberdade Lisbon (Portugal)**

Membership category required: (please circle one) **CIRCLE Student**

Membership start date: **27 November 2014 / 27/11/2014**

Section C: Gift instructions

Details of additional items required: (**book**) **History of Portugal**

If you have a special message, please write it on the line below

Congratulations. Good luck at university.

Method of payment (please tick one box): **TICK CHEQUE**

Max total for Sections A, B and C: 10 marks

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Section D

In the space below, write **one** sentence about why you want to buy this membership gift, and **one** sentence about where you heard of our organisation.

The sentences must be written from the point of view of Jose.

Sample sentence 1

I want to congratulate my friend on her success.
My friend has recently passed her driving test.

Sample sentence 2

I heard about it from the parents of my friend.
Benedita's parents told me about it.

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.

Max total for exercise 3: 14 marks

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Exercise 4: The man who fell to Earth

Statistical data about the jump

(max 3 marks for this heading)

The mission involved about 300 people

- 1 height of almost 40 000 metres / 40 kilometres / highest
accept 'about' for almost
- 2 fell for more than four minutes
- 3 reached a speed of more than 1300 kilometres per hour / fastest
- 4 open(ed) parachute one and a half kms above the ground
- 5 8 million people watching (at the same time)
- 6 1st to break sound barrier
- 7 5 year project /worked on it for 5 years

Problems before and during the trip

(max 2 marks for this heading)

- 8 shield (of helmet) covered with mist
- 9 (spin) out of control / lost control
- 10 (suffered from) panic attacks
- 11 several attempts to inflate balloon / inflating balloon abandoned / bad weather

Aims of the mission

(max 2 marks for this heading)

- 12 test spacesuit (for strength and protective qualities)
- 13 break altitude and speed record
- 14 how equipment affected by loss of pressure /how equipment affected by height / help people survive

Max total for exercise 4: 7 marks

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Exercise 5: summary

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: 5 marks

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Exercise 6: Surprising news item

Exercise 7: Drinks and snacks machine

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

- Award the answer a mark for **content (C)** [out of 7] and a mark for **language (L)** [out of 6] 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**, fewer than 70 words, 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: 13 marks

Max total for exercise 7: 13 marks

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GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (Core tier)

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
6–7	<p>Effective:</p> <p>Relevance: Fulfil the task, with appropriate register and a good sense of purpose and audience. <i>Award 7 marks.</i></p> <p>Fulfil the task, with appropriate register and some sense of purpose and audience. <i>Award 6 marks.</i></p> <p>Development of ideas: Ideas are developed at appropriate length. Engages reader's interest.</p>	6	<p>Competent:</p> <p>Style: Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. <i>Award 6 marks.</i></p> <p>Accuracy: Generally accurate with frustrating errors. Appropriate use of paragraphing. <i>Award 6 marks.</i></p>
4–5	<p>Largely relevant:</p> <p>Relevance: Fulfil 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>Development of ideas: Material is satisfactorily developed at appropriate length.</p>	4–5	<p>Satisfactory:</p> <p>Style: 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>Accuracy: 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>

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<p>2–3</p>	<p>Partly relevant:</p> <p>Relevance: 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>Development of ideas: Supplies some detail but the effect is incomplete and repetitive.</p>	<p>2–3</p>	<p>Errors intrude:</p> <p>Style: Simple structures and vocabulary.</p> <p>Accuracy: 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>
<p>0–1</p>	<p>Little relevance:</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>	<p>0–1</p>	<p>Hard to understand:</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>