

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0510 ENGLISH AS A SECOND LANGUAGE

0510/21

Paper 2 (Reading and Writing), 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.

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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 identify and retrieve facts and details

R2 understand and select relevant information

R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas

R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

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, R2	9		–	9
Exercise 2	Reading (2)	R1, R2, R4	15		–	15
Exercise 3	Information transfer	R1, R2, R4	6	W1, W5	2	8
Exercise 4	Note-making	R1, R2, R3	9		–	9
Exercise 5	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5	5	11
Exercise 6	Writing (1)		–	W1, W2, W3, W4, W5, W6	19	19
Exercise 7	Writing (2)		–	W1, W2, W3, W4, W5, W6	19	19
						90

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Exercise 1: Leave nothing but footprints

- (a) (river) boat [1]
- (b) become deep AND fast (flowing) / when there is heavy rain they are deep AND fast flowing [1]
- (c) create (new) habitats [1]
- (d) fruit / fruit-eating [1]
- (e) headquarters [1]
- (f) dense forestation [1]
- (g) cap/shirt with long sleeves/water (bottle) / camera
ANY TWO FOR ONE MARK [1]
- (h) remove plants AND drop litter BOTH NEEDED FOR ONE MARK [1]
- (i) permit / permit has to be obtained [1]

[Max total for exercise 1: 9 marks]

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Exercise 2: The Footsteps of an astronaut

- (a) commander (of the Apollo spacecraft) [1]
- (b) launch (phase) [1]
- (c) astronauts could move around easily / crew didn't suffer injuries [1]
- (d) motion sickness [1]
- (e) during (final) descent onto the moon / heading towards landing area on the moon [1]
- (f) collected samples / collected rock(s) / collected moon dust AND conducted experiments
BOTH IDEAS REQUIRED FOR ONE MARK [1]
- (g) circled the moon in the command module [1]
- (h) 36 – 38 AND three (IN EITHER ORDER) [1]
- (i) 1972 [1]
- (j) (the lack of) gravity [1]
- (k) teaching aviation [1]
- (l) modest
not emotional
brave
private
proud of achievements ONE MARK FOR EACH DETAIL [4]

[Max total for exercise 2: 15 marks]

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Exercise 3:

CAREERS DAY APPLICATION FORM

Section A: Personal details

Full name: **Charlotte Davies**

Tick FEMALE

Contact details: email **funmachine@speakeasy.co.uk**

Number of guest tickets required: **2**

Full name(s) of guest(s) (if applicable): **Christopher Davies Jacqueline Davies / Christopher and Jacqueline Davies (BOTH DETAILS REQUIRED)**

Name and address of school/college: **The Beacon International College
Stockwell Road Dulwich**

Section B: Event details

Day and date of attendance: **Tuesday 7 February**

How would you like to receive the tickets? **electronically / email / online**

Presentation(s) you would like to attend (maximum of two permitted):
Working with the Media AND Opportunities in Market Research
(BOTH DETAILS REQUIRED)

Car parking permit required: **Delete YES**

Where did you learn about the event? **(local career(s)) website**

Section C: Future employment details

Give brief details of career preferences (if known):
journalism AND advertising
(BOTH DETAILS REQUIRED)

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Section D

In the space below, write one sentence of between 12 and 20 words stating where you would prefer to work in the future and why.

Example sentence:

I would prefer to work in south London because I have many friends and relatives living in the area.

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.

[Max total for exercise 3: 8 marks]

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Exercise 4: Living longer with love and beans

Examples of ‘blue zone’ areas and the people who live in them

- *Barbagia* -many people of 100 years of age.
- Ikaria - highest percentage (of people) over 90
- Okinawa – (population) lives 7 years longer than in America
- Nicoya peninsula – lowest rate of middle-age death

Similar lifestyle characteristics of ‘blue zone’ areas

- daily routines
- preserve tradition / modernisation not so advanced
- appreciate age / celebrate age
- (strong) connection to the land / (strong) connection to nature
- healthy diet / eat a lot of beans

Ideas introduced in Minnesota

- public gardens
- nature trail
- exercise programmes / exercising together

[Max total for exercise 4: 9 marks]

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Exercise 5: Cooking is fun for young people

Content: up to 6 marks

Advantages for young people if they cook:

- 1) easy to eat something that has been prepared with their own hands
- 2) they'll enjoy dishes they wouldn't have eaten previously
- 3) able to produce flavoursome meals
- 4) friendships established between the children
- 5) it's fun
- 6) learn different skills / develop team skills / appreciate each other's contributions
- 7) have a better diet / health benefits (for the rest of their lives)
- 8) may follow a career related to cooking
- 9) spend (quality) time as a family

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: Incident on a school trip

Exercise 7: ‘Your life can only be good if you have a lot of money’

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**, fewer than 105 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: 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>Highly effective:</p> <p>Relevance: 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>Development of ideas: 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>Precise:</p> <p>Style: 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>Accuracy: Well-constructed and linked paragraphs with very few errors of any kind.</p>

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<p>6–7</p>	<p>Effective: Relevance: 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>Development of ideas: Ideas are developed at appropriate length. Engages reader’s interest.</p>	<p>6–7</p>	<p>Competent:</p> <p>Style: 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>Accuracy: 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>
<p>4–5</p>	<p>Largely relevant:</p> <p>Relevance: 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>Development of ideas: Material is satisfactorily developed at appropriate length.</p>	<p>4–5</p>	<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>