

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0510 ENGLISH AS A SECOND LANGUAGE

0510/23

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.

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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: Creature Feature – The Giraffe.

- (a) African grasslands / Africa / grasslands [1]
- (b) camel and leopard [1]
- (c) thick saliva AND tough skin inside its mouth **BOTH NEEDED FOR ONE MARK** [1]
- (d) calcium AND minerals [1]
- (e) watch out for danger / look out for enemies / guard each other [1]
- (f) hitting their necks against each other [1]
- (g) kick [1]
- (h) stand up (and run away from trouble) [1]
- (i) patterns / markings / spots [1]

[Max total for exercise 1: 9 marks]

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Exercise 2: Ancient boats found

- (a) 2013 [1]
- (b) stopped the wood from drying out/stopped the wood from rotting/preserved them [1]
- (c) fishing and boat building **BOTH NEEDED FOR ONE MARK** [1]
- (d) so many (ancient) boats at one time / eight boats at one time / seven other boats at one time [1]
- (e) decorative carvings [1]
- (f) extra wood AND clay (lining) **BOTH NEEDED FOR ONE MARK** [1]
- (g) removed a wooden board [1]
- (h) offerings to spirits / offerings to gods
new boats made / no longer needed **ONE MARK FOR EACH DETAIL** [2]
- (i) most popular **Roman coins 900**
least popular **Spears 200** **BOTH NEEDED FOR ONE MARK** [1]
- (j) cleaned / remove dirt
sprayed with wax
dried out **ANY TWO FOR ONE MARK** [1]
- (k) (woven) wooden path [1]
tools
spears
wheel

[Max total for exercise 2: 15]

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Exercise 3: Library Questionnaire

Section A: Personal details

Full name: **Delia Namu** ✓
 Address: **114 Honking Road, Kuala Lumpur** ✓
 Email: **delnam2@happymail.com** ✓
 Library Reference Number: **DN126307** ✓

Section B: Library facilities

How often do you use the library? **twice a week** ✓
 What time of day do you usually arrive at and leave the library? **4.30pm to 6.30pm** ✓
 Main reason for joining the library: **use the internet** ✓
 Do you find the library staff helpful? **DELETE NO** ✓
 Which library resources do you use? (please tick as many as apply)
TICK DVD and magazines ✓

Please give information about any new books you would like added to the library's stock.

Title of book: **Future Earth** ✓
 Author: **Brian Jong** ✓
 Please give the address of any websites you would recommend:
www.earthrocks.com ✓

[Max. Total for Sections A and B: 6 marks]

SECTION C

[Max total for Section C: 2 marks]

In the space below write **one** sentence of between 12 and 20 words, stating what you like about the library and how it could be improved.

The sentence must be written from the point of view of Delia.

SAMPLE SENTENCES:

I like working at a large desk, but I'd like to have internet access for more than 30 minutes.
 I like using the internet, but 30 minutes isn't long enough for me to do my research.

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.

[Max total for exercise 3: 8 marks]

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Exercise 4: Road Runner

Physical benefits of running.

[max 3 marks this heading]

- 1 Longer life expectancy
- 2 Improved heart function
- 3 Lose weight

Aims of a running club.

[max 2 marks this heading]

- 4 Bring people together / overcome isolation
- 5 Create a safer way of running / reduce risk of accidents

Actions of a successful running group leader.

[max 4 marks this heading]

- 6 Plan (a range of) activities / organise (a range of) activities
- 7 Good communication / tell runners about the route
- 8 Give encouragement / give motivation / maintain enthusiasm
- 9 Listen to members
- 10 Make people feel welcome / learn people's names / make people feel valued

[Max total for exercise 4: 9 marks]

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Exercise 5: It's never too late to learn

Content: up to 6 marks

- 1 felt ashamed
- 2 behaved badly at school
- 3 classmates mocked her
- 4 left school without any qualifications
- 5 could not help daughter with homework / worries about reading returned
- 6 felt inadequate as a mother / didn't read bedtime stories

- 7 bought a novel / made a promise to herself that she would read novel
- 8 followed the words with her finger
- 9 tried to say each word aloud
- 10 read anything (which had print on it) / read labels, signs, posters
- 11 joined the National literacy Trust reading course / joined a reading course

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: Work Experience

Exercise 7: Family Meals – important or not?

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

1. 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.
2. **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).
3. **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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> |
| 6–7 | <p>Effective:</p> <p>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> | 6–7 | <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> |

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| 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> |
| 2–3 | <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> | 2–3 | <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> |
| 0–1 | <p>Little relevance: 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>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> |