MARK SCHEME for the May/June 2011 question paper

for the guidance of teachers

0510 ENGLISH AS A SECOND LANGUAGE

0510/12   Paper 1 (Reading and Writing – Core),
maximum raw mark 56

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 must be read in conjunction with the question papers and the report on the examination.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Exercise 1   Life in the Cycle Lane

(a) (at the) weekend(s)   [1]

(b) (good healthy) exercise/cheap/good for <u>carrying shopping</u>/environmentally friendly/convenient
for transporting children/flat/cycle lanes

ANY TWO FOR 1 MARK   [1]

(c) (it has) no chain   [1]

(d) transporting (his) children (around town)   [1]

(e) increase in traffic/congestion   [1]
do not accept 'quicker' on its own

(f) <u>looking for</u> (safe) place to leave bike/<u>need to find</u> (secure) parking space/the shortage of
(bicycle) parking spaces   [1]

[Total: 6]

Exercise 2   We can all make a difference

(a) <u>plant 1000 trees</u> in (a period of) <u>five years</u>   [1]

(b) cultivate gardens/gardening
recycle (rubbish)

BOTH NEEDED FOR ONE MARK   [1]

(c) (in his) friends' garden(s)/around the neighbourhood   [1]
accept 'local areas' but do not accept 'all over the town'

(d) 700   [1]

(e) (fruit trees/they are) easy to plant/easiest to plant
he/other people can pick the <u>fruit</u>   ONE MARK EACH DETAIL   [2]

(f) (public) parks AND <u>private</u> gardens   BOTH NEEDED FOR ONE MARK   [1]
do not accept 'local government compound' or 'hospital garden'

(g) to buy (more) trees   [1]

(h) he has an MP3 player/<u>after gardening</u> music is the love of his life [1]

(i) plant <u>their</u> trees/plant trees <u>they buy</u> [1]

[Total: 10]

**Exercise 3   2012 Ocean Race for Tall Ships (Liverpool to New York)
              Application Form for Crew Members**

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) must be observed with total accuracy.

Section A: Personal Details

Full name: <u>P</u>atricia / <u>P</u>atti <u>H</u>ernandez

Home address (including country):   29 <u>C</u>ervantes <u>S</u>treet, <u>C</u>adiz, <u>S</u>pain

Telephone number: 00 956 442187

Age (on 1 July 2012):   18

Section B: Personal Experience

Are you an experienced sailor? (delete as appropriate)   DELETE No

For how many years have you been sailing? (please tick one box only)
                                             TICK   6 to 10

Give details of any large yacht you have sailed in:
15 metre / ocean-racing (yacht)   ACCEPT EITHER DETAIL

Give details of the longest sea voyage you have made:
(12 months ago I / we) sailed to <u>G</u>ibraltar / sailed a distance of 250 nautical miles

Section C: Start of Race (15/07/12)

Name of ship you want to join: <u>N</u>autilus

How will you travel to Liverpool? (please circle one)   CIRCLE plane

Who will pay your travel costs? (please circle one)   CIRCLE parent

Expected date of arrival in Liverpool: 8 July 2012 / 08/07/12

Max. total for Sections A, B and C: 6 marks

Section D

Max. total for Section D: 4 marks

Sentence 1 and 2 must be written in the first person.

Sentence 1: it is expected that the candidate will write a sentence explaining that (together with her brother) she won a silver medal/came second (in their class) in the Spanish national sailing championships (in 2009).

Sentence 2: it is expected that the candidate will write a sentence stating her ambition to win a place in the Spanish/national sailing team at the (2016) Olympic Games.

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.

[Total: 10]

Exercise 4   Where am I, Robot?

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 6.
Remember that this exercise is marked for content (reading), not language.

What we would like the robots to do for us   *(max. 3 marks this section)*

- clean (our) house(s)

- do (weekly supermarket) shopping

- steer (our) cars/drive (our) cars

- guide us to (our) <u>holiday</u> destinations

What the latest robots have managed to do using *Clever Map*   *(max. 3 marks this section)*

- recognise <u>familiar</u> object(s) (as a whole)

- accept the movement of object(s)/can dismiss the absence of vehicles OR objects (as unimportant)

- no longer confused that identical features (of an object may) <u>appear in different locations</u>

- produce maps (of the city centre/of the countryside)

- learn details of surroundings

- use set of rules to <u>deal with changes</u>

[Total: 6]

Exercise 5   Where am I, Robot? Summary

This exercise is marked for language, not content, but if content is entirely irrelevant to the task, a mark of zero should be awarded. Count words and do not mark anything exceeding 70 words, as specified in the question. Candidates will not be assessed on anything they have written after this limit, but will not be penalised per se for exceeding it.

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 from the passage

2 marks: expression limited/reliance on copying out the notes, 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 own words

[Total: 4]

Exercise 6   National Celebration
Exercise 7   Computers to replace books

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

• Award the answer a mark for **content (C)** [out of 5] and a mark for **language (L)** [out of 5] 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**, 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: 10]
[Total Exercise 7: 10]

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)
4–5	**Satisfactory:** • *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	**Safe:** • *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.
2–3	**Partly relevant:** • *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	**Errors intrude:** • *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	**Little relevance:** • 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	**Hard to understand:** • 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.