

**MARK SCHEME for the May/June 2014 series**

**0510 ENGLISH AS A SECOND LANGUAGE  
(ORAL ENDORSEMENT)**

**0510/21**

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 May/June 2014 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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**Exercise 1 Kite flying**

- (a) bird of prey [1]
- (b) it affects the height and speed [1]
- (c) holes that trap the air [1]
- (d) fast and flexible [1]
- (e) cave paintings [1]
- (f) measure distances / test the wind speed and direction / communication  
 ANY TWO FROM THREE FOR ONE MARK [1]
- (g) pull sledges across the snow AND skaters across the ice  
 BOTH REQUIRED FOR ONE MARK [1]
- (h) Japan [1]
- (i) joined box kites [1]

*Max total for Exercise 1 : 9 marks*

|               |                              |                 |              |
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**Exercise 2 Lost for words**

- (a) half a million [1]
- (b) under threat of dying [1]
- (c) 12 per cent of the world’s languages / a new language spoken every three or four kilometres / 800 languages /800 of them [1]
- (d) mark out territories / draw boundaries  
AND  
distinguish themselves from others / tell who is a member  
  
BOTH IDEAS REQUIRED FOR ONE MARK [1]
- (e) Nigeria AND 95 [1]
- (f) society is successful / natural geographical features /  
how easy it is to travel within a country OR how easy it is to travel to neighbouring countries  
  
ONE MARK FOR EACH DETAIL [2]
- (g) Spanish [1]
- (h) how humans are genetically programmed to learn languages  
when humans learnt to communicate through speech  
  
ONE MARK FOR EACH DETAIL [2]
- (i) loss of traditions and culture [1]
- (j) • difficult spelling /difficult pronunciation  
• the fourth most commonly spoken mother tongue  
• leading international means of communication  
• most people’s second language  
• the luckiest/will be one of the few left [4]

*Max total for Exercise 2 : 15 marks*

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### Exercise 3 Lifebuild Project: Meeting Attendance Form

#### Section A Personal details

Full name **Rosie Nelmes**

Home address **37 Deansgate Road Manchester**

Age **17**

Gender **DELETE MALE**

Contact details: phone **07973895224** email **rosperson2@yoodle.co.uk**

#### Section B Meeting details

Preferred date of meeting: **12th July**

Please reserve **CIRCLE 2**

Full name of guest(s) (if applicable) **Marianna Nelmes**

#### Section C Additional details

If selected for the project, in which continent would you prefer to work? **Asia**

For what length of time would you be available to work with the project? **6 months**

How would you finance the travel costs? **Work in a shop and money given as a present / birthday money**

Where did you hear about our organisation? **Talk / school / representative**

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

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### Section D

In the space below, write **one** sentence of between 12 and 20 words about the tasks you would prefer to do if selected.

The sentence must be written in the first person.

#### Example sentence:

I would like to help with the building of houses and shelters for the homeless people.

**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 Madame Tussauds**

##### **Museum policies**

1. visitors allowed to touch wax celebrities / visitors allowed to hug wax celebrities / allow visitors to go up close to wax celebrities
2. no ropes
3. no digital technology for repairs / repairs carried out in traditional manner

##### **Tasks of the artistic team**

4. check models each day
5. carry out repairs quickly
6. work with a variety of tools
7. replace body parts / shape ear / replace head / paint / repair scratches
8. study gossip magazines / study photos / keep figures up to date

##### **Details of the laboratory**

9. massive
10. smells of paint / smells of hair spray
11. wooden heads along the wall/ wooden heads lined up
12. workbenches with body parts/ workbenches with torn clothes

*Max total for Exercise 4 : 9 marks*

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### **Exercise 5 Turning night into day**

**Content: (up to 6 marks)**

#### **Negative aspects of light pollution**

1. disturbs human and natural life
2. unable to control the light that invades homes / lives
3. grown up seeing nothing more than a hazy sky / we have never enjoyed a clear night sky / sky emptied of stars
4. confused many creatures / harmed many creatures
5. birds sing at unnatural hours
6. sea turtles find fewer dark places to build nests
7. upsetting rhythm of waking and sleeping / rarely get enough sleep at the right time
8. affects astronomers
9. wastes energy

#### **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 Ticket for free entrance to an event

### Exercise 7 Are adverts beneficial or not?

#### Scoris marking guidance

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, 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<br>(AO: W1, W2, W6)  | Mark band | LANGUAGE: style and accuracy<br>(AO: W1, W3, W4, W5)  |
|-----------|--|-----------|---|
| 8–9–10    | <p><b>Highly effective:</b></p> <p><b>Relevance:</b><br/>Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.<br/><i>Award 10 marks.</i></p> <p>Fulfils the task, with consistently appropriate register and very good sense of purpose and audience.<br/><i>Award 8/9 marks.</i></p> <p><b>Development of ideas:</b><br/>Original, well-developed ideas. Quality is sustained. Outstanding.<br/><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.<br/><i>Award 9 marks.</i></p> <p>Ideas are well developed and at appropriate length. Enjoyable to read.<br/><i>Award 8 marks.</i></p> | 8–9       | <p><b>Precise:</b></p> <p><b>Style:</b><br/>Ease of style. Confident and wide-ranging use of language, idiom and tenses.<br/><i>Award 9 marks.</i></p> <p>A range of language, idiom and tenses.<br/><i>Award 8 marks.</i></p> <p><b>Accuracy:</b><br/>Well-constructed and linked paragraphs with very few errors of any kind.</p> |

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| Mark band | CONTENT: relevance and development of ideas<br>(AO: W1, W2, W6)   | Mark band | LANGUAGE: style and accuracy<br>(AO: W1, W3, W4, W5)   |
|-----------|---|-----------|--|
| 6–7       | <p><b>Effective:</b></p> <p><b>Relevance:</b><br/>Fulfils the task, with appropriate register and a good sense of purpose and audience.<br/><i>Award 7 marks.</i></p> <p>Fulfils the task, with appropriate register and some sense of purpose and audience.<br/><i>Award 6 marks.</i></p> <p><b>Development of ideas:</b><br/>Ideas are developed at appropriate length. Engages reader’s interest.</p>                                    | 6–7       | <p><b>Competent:</b></p> <p><b>Style:</b><br/>Sentences show variety of structure and length. Attempt at sophisticated vocabulary and idiom.<br/><i>Award 7 marks.</i></p> <p>Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable.<br/><i>Award 6 marks.</i></p> <p><b>Accuracy:</b><br/>Mostly accurate apart from minor errors which may include infrequent spelling errors. Good use of paragraphing and linking words.<br/><i>Award 7 marks.</i></p> <p>Generally accurate with frustrating errors. Appropriate use of paragraphing.<br/><i>Award 6 marks.</i></p>                            |
| 4–5       | <p><b>Largely relevant:</b></p> <p><b>Relevance:</b><br/>Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions.<br/><i>Award 5 marks.</i></p> <p>Does not quite fulfil the task although there are some positive qualities. There may be digressions.<br/><i>Award 4 marks.</i></p> <p><b>Development of ideas:</b><br/>Material is satisfactorily developed at appropriate length.</p> | 4–5       | <p><b>Satisfactory:</b></p> <p><b>Style:</b><br/>Mainly simple structures and vocabulary but sometimes attempting a wider range of language.<br/><i>Award 5 marks.</i></p> <p>Mainly simple structures and vocabulary.<br/><i>Award 4 marks.</i></p> <p><b>Accuracy:</b><br/>Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence.<br/><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.<br/><i>Award 4 marks.</i></p> |

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| Mark band | CONTENT: relevance and development of ideas (AO: W1, W2, W6)  | Mark band | LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)   |
|-----------|---|-----------|---|
| 2–3       | <p><b>Partly relevant:</b></p> <p><b>Relevance:</b><br/>Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience.<br/><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.<br/><i>Award 2 marks.</i></p> <p><b>Development of ideas:</b><br/>Supplies some detail but the effect is incomplete and repetitive.</p> | 2–3       | <p><b>Errors intrude:</b></p> <p><b>Style:</b><br/>Simple structures and vocabulary.</p> <p><b>Accuracy:</b><br/>Meaning is sometimes in doubt. Frequent errors do not seriously impair communication.<br/><i>Award 3 marks.</i></p> <p>Meaning is often in doubt. Frequent, distracting errors which slow down reading.<br/><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.<br/><i>Award 1 mark.</i></p> <p>No engagement with the task or any engagement with task is completely hidden by density of error.<br/><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.<br/><i>Award 1 mark.</i></p> <p>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing.<br/><i>Award 0 marks.</i></p> |