

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the May/June 2015 series**

### **0510 ENGLISH AS A SECOND LANGUAGE**

**0510/23**

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

		<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, R2	9		–	<b>9</b>
Exercise 2	Reading (2)	R1, R2, R4	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: Ropeworks

- (a) Greenacres Holiday Park /Snowdonia [1]
- (b) help you into your safety harness AND explain the course [1]
- (c) ropes / nets [1]
- (d) foot holds / hand holds / safety harness [1]
- (e) 8 [1]
- (f) if it is raining [1]
- (g) holiday periods [1]
- (h) may miss session  
will not receive a refund 1 MARK FOR EACH DETAIL [2]

**[Total marks for exercise 1: 9]**

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### Exercise 2: Born to Win

- (a) producing world class violinists [1]
- (b) changes in hours of practice [1]
- (c) selected (30 violin) students  
put them into (three) groups of (different) abilities. BOTH NEEDED [1]
- (d) have a music career [1]
- (e) they had practised less alone / practised for only 3420 hours alone [1]
- (f) the more practice people do, the better they are  
**AND** talent is not inborn / talent is the result of years of practice.  
BOTH NEEDED [2]
- (g) 2011 AND 2014  
BOTH NEEDED [1]
- (h) 10 000 hours [1]
- (i) analysed the genetic data (of 100 families) [1]
- (j) half comes from the genes (we inherit) / extra practice cannot change fitness potential [1]
- (k)
- all participants the same age.
  - only one school
  - only studied musicians / not relevant to other areas (e.g. sport and fitness)
  - no proof the students were accurate in estimating practice hours / students estimated practice hours
- [4]

**[Total marks for exercise 2: 15]**

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### Exercise 3: Superb Fitness Form

#### SECTION A: Personal details

Full name: **Fatima Noeli** ✓

Date of birth: **14 March 1998** ✓

Address: **40 Hussein Street Loran Alexandria.** ✓

Phone number: **01189754325** ✓

Occupation: **Student** ✓

Name of school or college attended. **Mountain High School** ✓

#### SECTION B: Fitness Details

How would you describe your fitness? **moderately fit/moderate** ✓

Which facilities interest you at the club? TICK **swimming pool** ✓

Do you require swimming lessons? DELETE **YES** ✓

How often would you be able to visit Superb Fitness? **twice a week** ✓

Membership start date: **10 July** ✓

How did you hear about Superb Fitness? **uncle/family member** ✓

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

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## SECTION C

**[Max total for Section C: 2 marks]**

In the space below write one sentence of between 12 and 20 words, giving further information about why you want to join Superb Fitness.

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

### SAMPLE SENTENCE:

I want to get fit to run in a marathon to raise money for charity.

**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: World's Smallest Monkeys**

##### **Physical features of golden lion tamarins:**

- 1 fur ranges in colour / fur ranges from orange to brown
- 2 smallest monkeys or weigh half a kilogram
- 3 ring of fur around face

##### **Reasons for decrease in numbers:**

- 4 hunted for the pet trade
- 5 expansion in human population / need for more land to grow crops
- 6 deforestation
- 7 forest fires

##### **What is being done to increase numbers:**

- 8 plant trees
- 9 breeding programmes
- 10 returned to their native home
- 11 protected reserves
- 12 (special) patrols prevent hunting / (special) patrols prevent forest fires

**[Max total for exercise 4: 9 marks]**

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### **Exercise 5: Survival**

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

**How people can increase the chance of surviving:**

1. stop moving / stay where you are
2. stay in shade
3. think clearly
4. react quickly
5. don't panic / stay calm
6. conserve body fluids
7. conserve food and water / avoid finishing food OR drink too quickly / sip water
8. think of a reason to stay alive / think of family
9. eat snow

**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 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: Visit by famous person

### Exercise 7: Museums- important or a waste of money.

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

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<p>6–7</p>	<p><b>Effective:</b> <b>Relevance:</b> 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><b>Development of ideas:</b> Ideas are developed at appropriate length. Engages reader’s interest.</p>	<p>6–7</p>	<p><b>Competent:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> 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><b>Largely relevant:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</p>	<p>4–5</p>	<p><b>Satisfactory:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> 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><b>2–3</b></p>	<p><b>Partly relevant:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Supplies some detail but the effect is incomplete and repetitive.</p>	<p><b>2–3</b></p>	<p><b>Errors intrude:</b></p> <p><b>Style:</b> Simple structures and vocabulary.</p> <p><b>Accuracy:</b> 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><b>0–1</b></p>	<p><b>Little relevance:</b></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><b>0–1</b></p>	<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. <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>