

**MARK SCHEME for the October/November 2010 question paper
for the guidance of teachers**

0510 ENGLISH AS A SECOND LANGUAGE

0510/22

Paper 2 (Reading and Writing – Extended),
maximum raw mark 84

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.

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Exercise 1 The Great Barrier Reef

- (a) 60 kilometres off eastern coast of Australia [1]
do not accept 'cost' for 'coast'
- (b) meals AND talks from marine experts (**both points needed for 1 mark**) [1]
tolerate any mention of snorkelling or scuba diving equipment if both required points are present
- (c) glass-bottom boat(s) [1]
- (d) (plenty of) sunlight [1]
tolerate mention of 'grows near the surface' if required point is present
- (e) not a strong swimmer / the water is shallow / float on (sparkling blue) sea / look down on (orange and white striped) clownfish (**any one for 1 mark**) [1]
- (f) they lay eggs close to human habitation [1]
if no mention of 'close to human habitation' do not credit, for example, 'they lay their eggs in the sand' = zero marks
- (g) close(r) to the reef [2]
(offer) full range of activities / full range of entertainment (**1 mark for each detail**) [2]
do not credit 'accommodation' as an answer but tolerate as additional unnecessary information

[Total: 8]

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Exercise 2 The nest hunters of Tam Yai

- (a) it hardens (quickly) [1]
- (b) can be sold for thousands of dollars / because of their value / are sold for lots of money [1]
- (c) China [1]
do not accept 'Chinese'
- (d) (it contains a large area with) statues of Buddha(s) [1]
do not accept 'status' or 'statutes' for 'statues'
- (e) hundreds of metres above the ground / dangerous bamboo poles / they rarely use safety equipment / if they fall they will die (instantly) [1]
(any 2 from 4 for 1 mark)
- (f) twice as much (doubled) / half as much in 1968 / more expensive (higher) / increased [1]
Example: 'the price in 1968 was 2000, in 2008 4000 which is twice as much' = 1 mark
- (g) armed guards at the entrance
(strict) laws to prevent illegal hunting
(strict) laws to ensure proper collecting OR laws to ensure collecting at correct time of year [2]
(any 2 from 3, 1 mark each detail)
the idea of 'laws' must be mentioned at least once, for example, 'laws to prevent illegal hunting and to ensure proper collecting' = 2 marks
- (h) (has a value in) prolonging life / prescribed for people suffering from skin conditions OR lung disease OR breathing problems [1]
accept general terms e.g. 'illness', 'diseases'
- (i) the other ingredients / meat and coconut [1]
- (j) 1) they are shy
2) fly fast OR fly straight (like arrows)
3) protected species
4) their numbers are growing
5) lay eggs three times a season
(1 mark for each correct detail up to a maximum of 4) [4]

[Total: 14]

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Exercise 3 Fast-food restaurant: customer satisfaction form

Note: correct spelling is essential for the form-filling exercise.

Upper case letters required at the start of proper nouns.

The conventions of form-filling (i.e. instructions to tick, delete) must be observed with total accuracy.

Section A: Personal details

Vijay Persad

237 Yari Road, Versova, Mumbai

allow 'no. 237' or 'number 237'

18

Phone number: 854762190 email: vip@net.in

Section B: The restaurant

TICK once

DELETE TAKE AWAY

TICK 5–7 pm

Method of payment: Cash

Interior design 1 Service 2 Food quality 3

(about) twice a month

DELETE YES

Max. total for Sections A and B: 6 marks

Section C

Max. total for Section C: 2 marks

It is expected that the candidates will write a sentence that will contain the information that improvements could be made for vegetarians / that prices could be lower / that food quality could be improved.

Sample sentence 1: "I think that there were not enough options for vegetarians and the food needs to be less expensive." = 2 marks

Note: if only one example given, a maximum of 1 mark can be awarded

Sample sentence 2: "I think that there were not enough options for vegetarians on the menu." = 1 mark

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 or more than 20 words.

Absence of a full stop should be considered as 1 punctuation error.

[Total: 8]

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Exercise 4 Multi-tasking

Note: correct responses only apply if they are placed under the correct sub-heading (as detailed below).

Add the correct answers (i.e. total of ticks) to give a total out of 8.

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

Examples of multi-tasking activities at home (max 3 marks this heading)

- texting (friends) / reading text messages
- making toast
- surfing on computer / internet activities (not 'computers' on its own)
- conversations with family
- updating social network sites
- downloading (and listening to) music

What was different ten years ago (max 3 marks this heading)

- took 31 hours to do what we now do in 24
- (old fashioned) email (systems)
- (old fashioned) mobile phones
- life was (much) simpler (*idea of 'life' must be there – not 'it was simpler'*)
- more talking face to face
- more time spent over dinner / more time spent doing nothing

Disadvantages of multi-tasking (max 2 marks this heading)

- (completing several tasks together) takes longer
- people cannot remember the previous task / become confused / confusion
- too much pressure

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Exercise 5 Peak performance

Do not award language marks if there is no content to reward.

If only one aspect of the task is addressed then a maximum of 3 can be awarded for language.

If the candidate writes the summary in the first person (as one of Joseph's tourists) do not penalise.

Content (up to 6 marks)

Main difficulties

- 1 steep paths
- 2 thick mists
- 3 aches and pains
- 4 thin air / altitude sickness / breath / breathlessness
- 5 getting up early / waking up early
- 6 freezing dawn temperatures / cold dawn temperatures

5. and 6. may come close together, for example, 'getting up at dawn in the freezing cold' = 2 points

Rewards

- 7 first rays of sunlight
- 8 countryside looks like a (vast) green carpet
- 9 (spectacular) sight of the shadow *not 'the view is amazing'*
- 10 celebrations with hot drinks
- 11 (marvellous) feeling of achievement

Language (up to 4 marks)

- 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 without discrimination
- 2 marks:** expression limited / some reliance on lifting from the original, 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 in own words

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Exercise 6 Visit to city

Tolerate any interpretation of a 'city' but time span should be comparable to the length of a weekend. If the candidate clearly writes about a longer period then for content it would be 'partly relevant' and 'some engagement with the task.'

Exercise 7 Full-time work

For a 'satisfactory attempt to address the topic' (band 4/5) candidates need to engage with the idea of full-time work.

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

- **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**, 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: 18]

[Total Exercise 7: 18]

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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	<p>Highly effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained. 	8–9	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • Accuracy: No or very few errors. Well-constructed and linked paragraphs.
6–7	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	6–7	<p>Precise:</p> <ul style="list-style-type: none"> • Style: Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
4–5	<p>Satisfactory:</p> <ul style="list-style-type: none"> • 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	<p>Safe:</p> <ul style="list-style-type: none"> • 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.

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2–3	<p>Partly relevant:</p> <ul style="list-style-type: none"> • 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	<p>Errors intrude:</p> <ul style="list-style-type: none"> • 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	<p>Little relevance:</p> <ul style="list-style-type: none"> • 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. <p>If essay is completely irrelevant, no mark can be given for language.</p>	0–1	<p>Hard to understand:</p> <ul style="list-style-type: none"> • 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.