

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2011 question paper**  
**for the guidance of teachers**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/21**

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.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

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.

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### Exercise 1 The Rio Carnival

- (a) once a year/annually/every year/every February [1]
- (b) all over the world [1]
- (c) (huge) arena  
*do not accept 'area'* [1]
- (d) quality of its music/theme of its performance/costumes  
*do not accept 'music' or 'performance' on their own*  
*do not accept 'customs'*  
ANY TWO FROM THREE [1]
- (e) (many) people cannot afford (tickets for) the (official) competition  
*allow 'not everyone' as an alternative to 'people' but do not accept 'they cannot afford...'* [1]
- (f) as soon as one carnival finishes, rehearsals and preparations for the next one begin/planning  
begins (many) months in advance [1]  
*do not accept 'moths'*
- (g) beauty/beautiful AND fit/fitness  
BOTH REQUIRED FOR ONE MARK [1]
- (h) beach AND café  
BOTH REQUIRED FOR ONE MARK [1]

**[Total: 8]**

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**Exercise 2 The donkey mobile library**

- (a) donkey(s) (pull it) [1]
- (b) (only a) few [1]  
*do not accept 'one of only a few'*
- (c) more than two decades/more than 20 years [1]
- (d) they sit quietly/they listen [1]
- (e) greater productivity/  
read instructions OR apply the correct amount of fertiliser/  
vote (in an election)/  
imagine a world of possibilities OR better imagination  
ANY TWO FROM FOUR, 1 MARK EACH [2]  
*do not accept 'longer life' on its own but tolerate as additional information*
- (f) charity (groups) [1]  
*if the amount (10 000 Dollars) is mentioned it must be correct*
- (g) (Ethiopia had) almost no libraries [1]
- (h) training for librarians/ideas about what they might do in the future [1]
- (i) he loves the library/(the) stories [1]
- (j) Appearance  
  - (many of them) barefoot
  - (dressed in a) variety of clothes/different clothes
Attitude  
  - excitement
  - eagerness
  - love the library/interested (in the library)
  - respect the library*Award up to 2 marks for 'Appearance' and up to 2 marks for 'Attitude'* [4]

**[Total: 14]**

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### Exercise 3 Sven Magnusson – Magazine Subscription Form

*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 and underline) must be observed with total accuracy.*

#### Section A: Magazine Details

Title of selected magazine: CIRCLE World Culture

YES! Please send me 12 issues: TICK

Where you saw the magazine offer advertised:

poster/school wall/school/Stockholm New World School

*do not accept 'on the school wall advertising'*

#### Section B: Subscriber Personal Details

Full Name: Sven Magnusson

Address: (Apartment/Apt) 4A Kungsgatan Norrmalm (Stockholm)

Email address: svemag@stocknet.se Mobile/cell phone 074839276

Are you a student? DELETE No State age: 16

Name of school or college Stockholm New World (School)

#### Section C: Payment Details

Full name of person paying (if different from above):

Elke Andersson

Relationship to subscriber: Other (using any indicator e.g. tick, cross)

grandmother/grandparent

Payment details: UNDERLINE Cheque

If paying by cheque, please write amount here:

324 SK/324 Swedish Krona/SK 324

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

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**Section D**

*Max. total for Section D: 2 marks*

**The sentence must be written in the first person.**

Sentence

It is expected that candidates will write a sentence containing the information that Sven likes/prefers finding out about how different nationalities and societies developed and/or about the origins of their traditions.

Example: I chose this magazine because I am interested in finding out how different nationalities and societies developed.

*Only ONE reason needed for the award of 2 marks.*

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.*

**[Total: 8]**

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**Exercise 4 Flying car**

*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 8.*

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

**Design features of the flying car**

*(max. 4 marks for this section)*

- wings fold up automatically/15 seconds to switch between flying and driving
- cockpit similar to a car
- satellite navigation (systems)
- weather patterns (displayed) on (simple colour) screen
- lightweight engine/can fly up to 500 miles without need to re-fuel
- (run on) ordinary (unleaded) fuel

**Problems faced by the potential buyer**

*(max. 2 marks for this section)*

- difficult to get insurance/difficult to get an insurer
- you need a pilot's licence/no pilot's licence
- it is expensive/costs 200,000 dollars

**Benefits of the flying car compared to driving**

*(max. 2 marks for this section)*

- no(t) more expensive
- quicker/journey times reduced

**[Total: 8]**

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**Exercise 5 Elephants – real artists or not?****Content (up to 6 marks)**

Role and responsibilities of the keeper:

- forms a relationship with (his chosen) elephant
- devotes life to looking after elephant
- positions the elephant in front of the frame/card
- puts the brush into the trunk/gives the brush to the elephant
- replaces the brush
- feeds the elephant bananas/feeds the elephant rewards
- moves the ear
- controls the routine/controls the performance/controls the painting

**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

**[Total: 10]**

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**Exercise 6 Life without television****Exercise 7 Pressure on young people to be healthy**

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

- Award the answer a mark for **content (C)** [out of 9] 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**, 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 (PAPER 2)

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><b>Highly Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> 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.</li> </ul>	8–9	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> No or very few errors. Well constructed and linked paragraphs.</li> </ul>
6–7	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	6–7	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> 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.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>
4–5	<p><b>Satisfactory:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with reasonable attempt at appropriate register, and with some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	4–5	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>• <b>Accuracy:</b> 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.</li> </ul>

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2–3	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> 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.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	2–3	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Simple structures and vocabulary</li> <li>• <b>Accuracy:</b> 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.</li> </ul>
0–1	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>• Limited engagement with task, but this is mostly hidden by density of error. <b>Award 1 mark.</b></li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b> If essay is completely irrelevant, no mark can be given for language.</li> </ul>	0–1	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• 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. <b>Award 1 mark.</b></li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. <b>Award 0 marks.</b></li> </ul>