

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

**MARK SCHEME for the May/June 2012 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 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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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	8		---	<b>8</b>
Exercise 2	Reading (2)	R1	14		---	<b>14</b>
Exercise 3	Information transfer	R1, R2	6	W1, W5	2	<b>8</b>
Exercise 4	Note-making	R1, R2, R3	8		---	<b>8</b>
Exercise 5	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5	4	<b>10</b>
Exercise 6	Writing (1)		---	W1, W2, W3, W4, W5, W6	18	<b>18</b>
Exercise 7	Writing (2)		---	W1, W2, W3, W4, W5, W6	18	<b>18</b>
						<b>84</b>

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**Exercise 1 SKYDIVING WITHOUT A PLANE**

- (a) indoor skydiving / skydiving without a plane  
/ flying as high as 12 metres / flying 12 metres above the ground [1]
- (b) 200–250 visitors per day / 1200 online fans / plans to increase the number of instructors  
TWO FROM THREE FOR ONE MARK [1]  
*accept 'more than 200 visitors per day'*
- (c) a lesson [1]
- (d) they can't talk to the divers / they can't talk to them [1]
- (e) to make everybody fly [1]
- (f) beginners fly a couple of metres off the ground  
experienced (divers) perform acrobatic movements / experienced (divers) fly in groups  
BOTH DETAILS NEEDED FOR ONE MARK [1]
- (g) 145 dirham(s) / 145 AED [1]
- (h) see a film (of the indoor skydiving experience) / see the indoor skydiving experience / decide if it  
is for you / book a lesson / book online  
TWO FROM THREE FOR ONE MARK [1]

**Max total for exercise 1: 8 marks**

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**Exercise 2 TRAPPED FOR MONTHS**

- (a) in a crisis [1]
- (b) 25 days [1]
- (c) attached a note to a drill [1]
- (d) how people survive stressful conditions  
how people react when emergencies occur 1 MARK FOR EACH DETAIL [2]
- (e) the video showing them without shirts and unshaven  
/ they saw them without shirts and unshaven [1]
- (f) unity and discipline [1]
- (g) firstly / early on – vitamin drinks  
later / finally – hot meals / meatballs with rice [1]
- (h) 15 centimetres / 15 cm(s) [1]
- (i) they read a guide / they read (a book called) 'Talking to the Media'  
/ they read a book (in order) to speak to journalists [1]
- (i) overcome difficulties  
a routine  
exercise  
have information / prepare for disappointment  
plan for arrival at the surface / prepare to speak to journalists  
ANY FOUR FROM FIVE, 1 MARK FOR EACH DETAIL [4]

**Max total for exercise 2: 14 marks**

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**Exercise 3 TRAVEL AND TOURISM PROJECT: 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 and underline) must be observed with total accuracy.*

**TRAVEL AND TOURISM PROJECT**

Full name of student: Giuseppe Morelli / Morelli Guisepe

**TOWN/CITY INFORMATION****SECTION A**

Name of town/city: Grandcharmant

Country: France

Distance from capital city: 40 kilometres (south-west of Paris)  
/ 40 km (south-west of Paris)

Description of surrounding area: hills and lakes

**SECTION B**

Accommodation facilities: TICK hotels AND apartments

Places of interest in the town/city (13<sup>th</sup> C/century) castle / art gallery OR home of famous artist Michel Leboeuf / historic buildings (ANY TWO)

Temperatures: summer: 20 to 29 (degrees OR degrees Celsius)  
winter: 5 to 15 (degrees OR degrees Celsius)

Transport connections to and from town/city: UNDERLINE road

Best month to visit region: (last weekend of) July

Give reason why: festival / processions / fireworksu

Details for further information about the town / city

email: gracha@systems.fr phone: 28734605

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

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**SECTION C: STUDENT COMMENT***Max. total for Section C: 2 marks*

In the space below write one sentence of between 12 and 20 words, explaining why you chose this particular town / city for your project.

The sentence must be written from the point of view of Giuseppe Morelli.

It is expected that the candidate will write a sentence with the following content:

I was attracted to this town because my father worked there as an art historian (and did some research).

I was particularly attracted to this town because my father worked in Grandcharmant.

My father had done some research on the historic buildings in the town.

**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.***

***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 THE MAN WITH THE GIFT OF DOWSING**

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

*Only one mark may be awarded per line.*

*Add the correct answers to give a total out of 8.*

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

**Costas' early discoveries***(max 2 marks this heading)*

- 1 his gift
- 2 metal went wild in his hands
- 3 underground water

**What Costas can tell companies about water underground***(max 3 marks this heading)*

- 4 the quantity
- 5 the quality / the purity / whether it contains any salt
- 6 distinguish water from other liquids
- 7 the depth / how deep the water is
- 8 the direction of flow

**Tools that Costas now uses to detect water***(max 3 marks this heading)*

- 9 rod with a loop at either end
- 10 (rod and) twig / small piece of wood
- 11 pendulum / weight on piece of string

**Max total for exercise 4: 8 marks**

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### Exercise 5 THE SCHOOL OF HARD KNOCKS

Count words and indicate when the 120 word limit has been reached.

If candidate exceeds 120 words then a maximum of 3 marks can be awarded for language.

If only one aspect of the question is addressed, a maximum of 2 marks for language can be awarded.

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

#### Content: up to 6 marks

#### Difficulties for teenagers

- 1 few opportunities to achieve success
- 2 high rate of unemployment / difficult to find a job
- 3 isolated

#### How Manisha is a role model to teenagers

- 4 because of her boxing achievements / successful boxer / famous boxer  
*accept examples of her success e.g. national titles, world championships*
- 5 gives them a feeling of a family relationship
- 6 strength of character / defiance and forcefulness
- 7 came from a very simple background / overcame own problems
- 8 trains twice as hard / hard work
- 9 dedicated

#### 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

**Max total for exercise 5: 10 marks**

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### Exercise 6 FIRST TIME FOR EVERYTHING

### Exercise 7 CARS – ADVANTAGES AND DISADVANTAGES

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.

**Max total for exercise 6: 18 marks**

**Max total for exercise 7: 18 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	<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 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></li> </ul> <p>If essay is completely irrelevant, no mark can be given for language.</p>	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>