

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

0510 ENGLISH AS A SECOND LANGUAGE

0510/22 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 2013 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

		Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	R1	9		---	9
Exercise 2	Reading (2)	R1	15		---	15
Exercise 3	Information transfer	R1, R2	6	W1, W5	2	8
Exercise 4	Note-making	R1, R2, R3	9		---	9
Exercise 5	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5	5	11
Exercise 6	Writing (1)		---	W1, W2, W3, W4, W5, W6	19	19
Exercise 7	Writing (2)		---	W1, W2, W3, W4, W5, W6	19	19
						90

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Exercise 1 Diving holidays

- (a) sharks, dolphins, rays [1]
- (b) around £60 [1]
- (c) greatest variety of marine life [1]
- (d) fish / sharks / where next day's diving will be [1]
- (e) speedboat [1]
- (f) from May until September / when they come closer to the shore [1]
- (g) clear water / 2000m high / 2000 metres deep / very deep / very high / view [1]
- (h) diving season [1]
- (i) the most luxurious [1]

Max total for exercise 1: 9 marks

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Exercise 2 Children and play

- (a) little supervision / no supervision / safe / less controlled / more opportunities [1]
- (b) stay indoors / supervised activities [1]
- (c) participation in sport / extra lessons [1]
- (d) reduces stress / creates feeling of well-being / emotional health [1]
- (e) emotional health / sense of wonder / positive about each other / positive about others / positive about surroundings
ANY TWO [2]
- (f) trust them [1]
- (g) run / shout / messy games
ANY TWO FROM THREE REQUIRED FOR ONE MARK [1]
- (h) too much school work [1]
- (i) adults – background AND children – hands-on [1]
- (j) no substitute for interaction with nature / no substitute for experience with nature [1]
- (k) 1 England – riding bikes
2 Brazil – spinning seed with hole to make noise
3 Korea – stones to play jacks
4 Spain – ‘colour, little colour’ OR *accept descriptions of this game* [4]

Max total for exercise 2: 15 marks

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Exercise 3 'Introduction to university life': course evaluation 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: Personal details

Full name: **Agung Alatas**

Address: **Jalan Bandra No.15
Bandung 40265**

Mobile/cell number: **0832472411**

How far have you travelled to attend this course? **CIRCLE more than 200 kilometres**

How did you travel to the course? **TICK car**

Have any other members of your family attended this university? **Delete YES**

Proposed date of entry to the university: **January 2014**

Proposed course of study: **Archaeology / archaeology**

Section B: Course details

Please comment on:

(i) the room in which your course was delivered **difficult to hear / cold / large**

(ii) the handouts **useful / informative**

(iii) the length of the course **too long**

Would you recommend this course to others? **UNDERLINE Yes, but with some reservations**

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 explaining any academic worries that you still have after attending the course.

The sentence must be written in the first person.

Example sentences:

I am worried about meeting deadlines and that work won't be marked if it is late.
I'm worried that if I hand my work in late, it won't be marked.

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 Bird's eye view

NB Correct answers 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 (i.e. total of ticks) to give a total out of 9.

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

Facts about birds' eyeballs *(max 4 marks this heading)*

- 1 part is hidden
- 2 weigh more than brain
- 3 15% weight of head
- 4 one of largest parts of head
- 5 work independently
- 6 different positions on head
- 7 special area that contains oil

Visual skills of specific birds *(max 3 marks this heading)*

- 8 woodcocks see behind
- 9 cormorants see below / cormorants see fish below the water / cormorants see fish below the surface
- 10 eagles see forward and to the side / vision four times sharper than human's
- 11 hawks see over 2 kilometres
- 12 kingfishers block glare

Reasons why birds have oil droplets in their eyes *(max 2 marks this heading)*

- 13 block glare
- 14 dull sky

Max total for exercise 4: 9 marks

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Exercise 5 Ebooks

If answers exceed 120 words a maximum of 4 marks can be awarded for language.

If candidates do not provide at least one correct advantage and one correct disadvantage a maximum of 3 marks awarded for language.

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

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

- 1 inexpensive / no printing costs / no storage fees / no postage
- 2 small / easy to carry / light / on variety of devices / useful when travelling
- 3 easy to store books / easy to store information / easy to store entertainment (refers to **ease**)
- 4 never run out of books / downloaded in an instant / store lots of books (*refers to **quantity***)
- 5 own light / read in the dark
- 6 different languages / popular prizes
- 7 attract reluctant readers / scripting opportunities / students enjoy using screens
- 8 environmentally beneficial / no forests need to be chopped down / no paper needed

Disadvantages

- 9 cannot legally be shared
- 10 not familiar / not comfortable / technical knowledge needed / take time to learn how to use
- 11 uncertain lifespan / does not last as long as paper
- 12 may become outdated / may not be accessible

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: Borrow something from a friend**Exercise 7: What is ‘success’?**

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**, 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>Highly effective:</p> <p>Relevance: 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>Development of ideas: 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>Precise:</p> <p>Style: 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>Accuracy: Well-constructed and linked paragraphs with very few errors of any kind.</p>
6–7	<p>Effective:</p> <p>Relevance: Fulfils the task, with appropriate register and a good sense of purpose and audience. <i>Award 7 marks.</i></p> <p>Fulfils the task, with appropriate register and some sense of purpose and audience. <i>Award 6 marks.</i></p> <p>Development of ideas: Ideas are developed at appropriate length. Engages reader's interest.</p>	6–7	<p>Competent:</p> <p>Style: 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>Accuracy: 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>

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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)
4–5	<p>Largely relevant:</p> <p>Relevance: Fulfils 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>Development of ideas: Material is satisfactorily developed at appropriate length.</p>	4–5	<p>Satisfactory:</p> <p>Style: 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>Accuracy: 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>
2–3	<p>Partly relevant:</p> <p>Relevance: 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>Development of ideas: Supplies some detail but the effect is incomplete and repetitive.</p>	2–3	<p>Errors intrude:</p> <p>Style: Simple structures and vocabulary.</p> <p>Accuracy: 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>

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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)
0–1	<p>Little relevance:</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>	0–1	<p>Hard to understand:</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>