

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2006 question paper

0510 ENGLISH AS A SECOND LANGUAGE

0510/02 Paper 2 (Reading and Writing – Extended), maximum raw mark 84

This mark scheme is published as an aid to teachers and students, 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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

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

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0510	2

Exercise 1

- (a) pressure washer [1]
- (b) because they eat (into)/damage what we are trying to protect [1]
- (c) to prevent holes growing/splitting [1]
- (d) any **one** from;
brake gently (NOT 'break')
use the gears to slow the car down [1]
- (e) to ensure that its (moving) parts are oiled/protected/looked after OR
to circulate the oil around the engine (to protect it) [1]
- (f) it may rust/rust might form [1]
- (g) (i) (tyres in bad condition) can be dangerous [1]
(ii) increased fuel usage [1]

[Max. total for Exercise 1: 8 marks]

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0510	2

Exercise 2

- (a) They coaxed cobras out of baskets/They charmed snakes [1]
- (b) (i) The income from snake charming (continues to) go(es) down [1]
(ii) An alternative source of making a living/income is not found [1]
- (c) Bengal [1]
- (d) The wildlife experts [1]
- (e) It had halved/50% less/from 1200 to 600 rupees [1]
- (f) (i) Not listening to the old songs and melodies/traditional bean music
(ii) More interested in DVDs/pop music/technology
(iii) Increasing popularity of wildlife programmes and films [2]
[any two for one mark each]
- (g) They would get government help/aid/certain privileges OR
revive interest in working with snakes [1]
- (h) Bitter, resentful, non-understanding, blaming, bad, negative ideas [1]
- (i) TICK AND NUMBER POINTS (up to a maximum of 4)
1. Most of them come from the same small area
 2. They have been snake charming for hundreds of years
 3. They are trying to preserve their role/tradition
 4. They are proud of their profession
 5. Migrated to Salenagar from Bengal
 6. Suffering financially
 7. They don't even really like snakes
- [4]

[Max. total for Exercise 2: 14 marks]

Page 4	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0510	2

Exercise 3**Note: Correct spelling is essential for the form-filling exercise.****APPLICATION FOR CHARITY WORK**Full name: Emile Sanchez OR Sanchez Emile Male/~~Female~~ (Delete) [1]Age group (please circle): under 20 20-30 30-40 over 40 [1]

Home address: 2 Rodeo Drive, Eastern Boulevard, Havana, 20203 (CUBA)..... [1]

Occupation: Student [1]

If you are in full-time education, what stage of your course are you at? (please tick)

gap year first year graduating this year post-graduate [1]

Course of study: Medicine [1]

Proposed Charity Event Bicycle ride across (length of) Cuba [1]

Charity: Young Diabetes Trust [1]

Previous experience of charity work:

(i) Selling products (at local markets) [1]

(ii) Sponsored swim [1]

Length of time event is expected to last (please indicate):

1-7 days 8-30 days several months unsure [1]

Additional information about yourself we might find useful:

..... www.emile-sanchez.com or brother diagnosed with diabetes [1]

(EXAMINERS: Add the correct responses up to a total of 12 and divide by 2 to give total for the form-filling out of 6)

[12÷2=6]**In the space below, write one sentence of between 12 and 20 words explaining why you want to do your proposed charity event.**

.....

..... (See next page for

..... marking information) [2]

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0510	2

In the space below, write one sentence of between 12 and 20 words explaining why you want to do your proposed charity event.

Sentence

It is expected that most candidates will write a sentence that picks up one or more aspects of the information provided in the question paper, for example, that he hopes his charity ride will attract money to help treat the illness/he hopes it will interest the newspapers and television/to help his brother/others like him.

This must be in the first person.

Award up to 2 marks as follows:

2 marks: no fewer than 12 and no more than 20 words, proper sentence construction, correct spelling and punctuation, relevant to context.

1 mark: no fewer than 12 and no more than 20 words, proper sentence construction, 1-3 errors of punctuation and/or spelling that do not obscure meaning, relevant to context.

0 marks: more than 3 errors of punctuation and/or spelling, AND/OR irrelevant to context, AND/OR not a proper sentence, AND/OR fewer than 12 or more than 20 words.

[Max. total for Exercise 3: 8 marks]

Page 6	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0510	2

Exercise 4

Note: this exercise is marked for content (reading), not language.

Tick and number the content points below to a maximum of 8 marks (up to 2 marks per heading).

Physical characteristics shared by gorillas and humans

1. blood type
2. number of hairs

Equipment used to furnish Koko's accommodation

3. bed/nest of blankets
4. barrel
5. curtains
6. toys

How Koko was first taught sign language

7. placing fingers in(to) position
8. rewarding (with food)

Sad events in Koko's life

9. cat being knocked down by a car/killed
10. (sudden) death of Michael (from a heart attack)

[Max. total for Exercise 4: 8 marks]

Page 7	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0510	2

Exercise 5

Award maximum of 6 marks for content and maximum of 4 marks for language. Count words and cross out everything after 120. Do not award language marks if there is no content.

Content: up to 6 marks

Tick and number the points below:

- 1 start day with silence/relaxation
- 2 empty your mind
- 3 stop talking and start thinking
- 4 take your mind through a series of relaxing images (accept examples)
- 5 switch off the noise in your home
- 6 take time to appreciate the environment
- 7 break up the day with quiet periods/go somewhere quiet (accept examples)

Language: up to 4 marks

0	meaning obscure because of density of language errors and serious problems with expression/nothing of relevance
1	expression weak/reliance on lifting from the passage
2	expression limited/some reliance on copying out the notes, but some sense of order
3	expression good, with attempts to group and sequence ideas in own words
4	expression very good: clear, orderly grouping and sequencing, largely own words

[Max. total for Exercise 5: 10 marks]

Page 8	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0510	2

Exercise 6 and Exercise 7

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.
Annotate as follows:
C (mark) + L (mark) = ringed total
- **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. You then have to 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 does not 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 one of the top three mark bands.
- 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 one of the top three mark bands.
- The **use of paragraphs** should **not** be the primary basis for 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 are available.

[Max. total for Exercise 6: 18 marks]

[Max. total for Exercise 7: 18 marks]

Page 9	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0510	2

**GENERAL CRITERIA FOR MARKING EXERCISES 6 AND 7
(PAPER 2 – 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: None 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. <p>Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest.</p>	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.

Page 10	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0510	2

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>Limited 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>NB: 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.