

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

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

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/23**

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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<b>Page 2</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2010</b>	<b>0510</b>	<b>23</b>

**Exercise 1 WaterAid**

- (a) swim  
cycle / bike  
run  
**(all three required for 1 mark)** [1]
- (b) hold (own) Taste for Life event [1]
- (c) free / nothing / no cost [1]
- (d) (a range of) resources / (specially written) music and words [1]
- (e) (have to) spend hours / (a) long time searching / looking for water [1]
- (f) find out about (WaterAid) lottery / promote (WaterAid) lottery / play (WaterAid) lottery / Support WaterAid's vital work [1]
- (g) auction / sell the presents  
sell numbered tickets to win a cream cake / prize [2]

**[Total: 8]**

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2010</b>	<b>0510</b>	<b>23</b>

**Exercise 2 Six Legs Good**

- (a) transport (their) pollen [1]
- (b) appear in sugar bowls / crawl over (our) shoes / ruin (our) picnics / sting  
**(any two for 1 mark)** [1]
- (c) (weight of) human population (is) less (than weight of ant population)  
**OR** (weight of) ant population (is) more (than weight of human population) [1]
- (d) millions of years ago / before humans started to walk (on two legs) [1]
- (e) no leader [1]
- (f) (they) capture / feed on (other) small insects  
(they) remove dead (small) birds / mice / rats  
(they) collect it / clear it [2]
- (g) ants have not colonised it / never been there [1]
- (h) Army (ants of South America) AND Leaf-cutter (ants of North America) [1]
- (i) deadly sting [1]
- (j) 1. (ordinary) females as workers, soldiers or caretakers  
2. (females as) queens reproducing the species  
3. scouts finding / searching for (sources of) food / new homes  
4. males / drones fertilising (the queen's) eggs  
**(1 mark for each correct detail)** [4]

**[Total: 14]**

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2010</b>	<b>0510</b>	<b>23</b>

### Exercise 3 Treasure Trove Claim 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, circle and delete) must be observed with total accuracy.*

#### SECTION A – Personal Details of Claimant

Vikram Nagabhushanam

(No.)1047 Poonamallee High Road, Chennai 600 030

05923 76618 DELETE Home

Electrician

#### SECTION B – Details of Claim

Lady's gold watch Estimated value: \$2000

Marina Beach

TICK 12 to 18 months ago

handed it in to the (city) police (station)

(small) brass compass

(sailor's) pocket knife (with sharpened steel blade)

#### SECTION C – Supporting Evidence

- (i) (Mr) Krishna Menon                      krishnamenon@brindavan.vsnl.in      CIRCLE: Employer  
(ii) (Miss) Jyoti Desai                          jyodes@hotmail.com                      CIRCLE: Friend

#### SECTION D

This sentence should be in the first (not third) person.

SAMPLE SENTENCE

I intend to sell the watch and have the roof of my hostel replaced because it is leaking.

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.*

*Absence of an upper case letter at the beginning should be considered as 1 punctuation error.*

**[Total: 8]**

<b>Page 5</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2010</b>	<b>0510</b>	<b>23</b>

#### **Exercise 4 Spreading Literacy in Laos**

*Note: 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.*

#### **Reasons for illiteracy in rural Laos (max 3 marks for this heading)**

- 1 few authors (in Lao language)
- 2 books expensive / hard to obtain
- 3 difficult to get books into people's hands / villages isolated / villages only reached by boat
- 4 no libraries (in villages) / children rarely have a chance to own a book / children rarely have a chance to hold a book

#### **Anna Dahl's fundraising efforts (max 2 marks for this heading)**

- 5 charity "River Books"
- 6 (sponsored 500 km) bike ride across Laos
- 7 sail along Thames in small boat
- 8 London Marathon (next year)

#### **Disadvantages of illiteracy (max 3 marks for this heading)**

- 9 cannot read (school) textbooks
- 10 unable to read signs / notices / instructions
- 11 unable to write own name / fill in forms
- 12 unable to send e-mails / text messages

**[Total: 8]**

<b>Page 6</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2010</b>	<b>0510</b>	<b>23</b>

**Exercise 5 The art of studying overseas****Content (up to 6 marks)****Advice about before going to another country**

- 1 speak to / phone students who have been to the country
- 2 ask what clothes to take
- 3 ask about food / eating habits
- 4 make study and travel / sightseeing plans

**Advice about after getting there**

- 5 learn the (local) language
- 6 go out to meetings / parties
- 7 contact fellow student(s) from your own country
- 8 visit most important (but not all) tourist sites
- 9 don't spend too much time in museums
- 10 don't spend too much time with visitors from home
- 11 don't worry / don't be discouraged / remain confident in your ability

**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 / 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

**[Total: 10]**

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0510	23

### Exercise 6 End-of term performance

### Exercise 7 Local food

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]

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0510	23

## 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>



Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0510	23

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>