

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0510 ENGLISH AS A SECOND LANGUAGE

0510/21 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.

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Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0510	21

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 identify and retrieve facts and details

R2 understand and select relevant information

R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas

R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

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 R4	6	W1, W5	2	8
Exercise 4	Note-making	R1, R2, R3 R4	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

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0510	21

Exercise 1 Creative Recycling

- (a) recycling / making objects from rubbish [1]
- (b) south [1]
- (c) dangerous AND long time / takes time **BOTH REQUIRED FOR ONE MARK** [1]
- (d) beads attached to wire AND / OR string [1]
- (e) (very) light [1]
- (f) (noticed) unwanted (car) tyres / tyres left in a park [1]
- (g) attached to original cards [1]
- (h) Japan [1]
- (i) share profits [1]

[Max total for exercise 1: 9 marks]

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0510	21

Exercise 2 Wildlife At Airports

- (a) collisions increasing / risk to aircraft [1]
- (b) more people flying / people flying more / more flights [1]
- (c) plant grasses birds do not like / plant grasses they don't eat [1]
- (d) no rodents to feed on / no food / not attracted (to the area) [1]
- (e) staff check them / need checking AND birds used to guns / they get used to sound
BOTH REQUIRED FOR ONE MARK [1]
- (f) transport to safe area / transport (far) away / relocate (to new homes) [1]
- (g) run in bushes (too dense for vehicles) [1]
cross wetlands (too difficult for people) [1]
ONE MARK FOR EACH DETAIL
- (h) they (birds) cannot predict movements / unpredictable [1]
- (i) scared / warning calls / fly away
ANY TWO FOR ONE MARK [1]
- (j) *most common* removing natural habitats
least common dogs
BOTH REQUIRED FOR ONE MARK [1]
- (k) 1 birds smash into windscreen
2 hawks sucked into engine / hawks hover in sky
3 (water) birds delay planes / (water) birds delay departures
4 deer on runway / deer in front of aircraft
5 foxes damage electrical systems / foxes dig tunnels under security barriers
6 rodents attract birds / birds feed on rodents
ANY FOUR FROM SIX [4]

[Max total for exercise 2: 15 marks]

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0510	21

Exercise 3 Salzburg Music Festival

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.

[Max total for Sections A, B and C: 6 marks]

Application For Concert Tickets

Section A: Personal details

Full name: **Elisabeth Gutberlett** ✓

Address: **25 Alexanderweg Henndorf 5302 (Salzburg) (Austria)** ✓

Age group: CIRCLE: **0–17** ✓

Contact details: email: **pianolover@html.at**
 phone: **07643434112 BOTH REQUIRED FOR ONE TICK** ✓

Section B: Ticket Details

Concert title: **Viennese Waltzes** ✓

Date and time of performance: **12 August**
(at) 14.00 / 2pm / 2 o'clock ✓

Number of tickets required: **2** ✓

Preferred method for collecting tickets: **email** ✓

Total price: **50 euro(s) / €50** ✓

Section C: Other Information

Preferred type of performance: **full orchestra** ✓

Please give details of any music club/society membership:
Mozart Appreciation
(Society in Salzburg) ✓

Are you eligible for free tickets? **DELETE NO** ✓

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0510	21

Section D

In the space below, write **one** sentence of between 12 and 20 words giving details of any information you may require about the 2016 festival.

Examples of acceptable sentences:

I would like to receive information about dates by email, so I can inform my friends.

What are the dates and prices for the festival next year, please?

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0510	21

LANGUAGE 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.

Omission of a word in a sentence should be considered as 1 grammar error.

[Max total for exercise 3: 8 marks]

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0510	21

Exercise 4 Four Days Without Fuel**Facts about the race route**

- 1 outback / dusty
- 2 start Darwin / from Darwin / start north Australia
- 3 (about) 3000 km / takes (about) four days
- 4 finish Adelaide / to Adelaide / finish south coast
- 5 public roads / open for traffic

[Max 3 marks for this heading]

Problems during the race

- 6 danger / dangerous
- 7 wind / blown off road
- 8 dust
- 9 trucks (block road) / ordinary traffic
- 10 kangaroos
- 11 rain / recharge battery

[Max 4 marks for this heading]

How solar power has been used by major car producers

- 12 power lights / for lights
- 13 power air-conditioning / for air-conditioning
- 14 operate ignition / power ignition

[Max 2 marks for this heading]

[Max total for exercise 4: 9 marks]

Page 9	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0510	21

Exercise 5: Why the choice of clothes is important to young people AND possible negative effects of these choices

Content: (up to 6 marks)

A Why the choice of clothes is important to young people

- 1 demonstrate opinions / demonstrate values / express identity / express themselves / says something about what their personality is like
- 2 effect on communication
- 3 affect mood / change outlook / affect the day
- 4 demonstrate they are different
- 5 accepted by group

B Possible negative effects of these choices

- 6 wrong impression / judged / people form opinion of character / appear materialistic / seem not to care about appearance
- 7 spend more than they can afford
- 8 young people have to buy certain clothes / focus on brand
- 9 feel excluded / stereotypical views

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]

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0510	21

Exercise 6: What happened when you received a phone call and had to leave in a hurry.

Exercise 7: Do you learn more out of school than in school?

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

- 1 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.
- 2 **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).
- 3 **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).
- 4 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.
- 5 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.
- 6 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.
- 7 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.
- 8 If the essay is considerably **shorter than the stated word length**, i.e. below 105 words, 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.
- 9 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.
- 10 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]

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0510	21

MARKING CRITERIA (Extended)

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>

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0510	21

4–5	<p>Largely Relevant</p> <p>Relevance: Fulfil 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>

Page 13	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0510	21

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>
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