

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 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.

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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: CHILDREN CREATE THEIR OWN MUSEUM

- (a) ten years / 10 years / it opened after 10 years of planning / it opened after ten years of building (*Do not accept 'after ten years' on its own*) [1]
- (b) walk in igloo / feel ice
(N.B.: *Accept synonyms for walk*) [1]
- (c) suggest how it looks / suggest what they want inside
/ design by them [1]
- (d) climb trees AND roll down hills
BOTH NEEDED FOR ONE MARK [1]
- (e) questionnaire / comments from children / comments from visitors / people asked what they would like added [1]
- (f) links with libraries [1]
- (g) eco-friendly / environmentally-friendly [1]
(*do not accept 'Children play with environmentally-friendly materials' without reference to buildings being eco/environmentally friendly*)
- (h) pretend they work at weather centre / predict storms / predict heavy rain [1]
(*Do not accept 'work at weather centre' – 'pretend' idea essential*)
- (i) under age one / under ones [1]
(N.B. '*ones*' must be in the plural form)

[Total: 9]

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Exercise 2: ENTERING THE WORLD OF ANTARTICA

- (a) sense of adventure [1]
- (b) July 1st AND 3 hours [1]
- (c) violent storms AND gigantic waves
BOTH NEEDED FOR 1 MARK [1]
- (d) search places to breed [1]
- (e) penguins [1]
(do not accept if whales or other creatures mentioned)
- (f) snowmobiles [1]
- (g) deep hole [1]
- (h) birthdays AND festivals [1]
BOTH NEEDED FOR ONE MARK
- (i) thawing difficult [2]
drills
(do not accept responses that just refer to food being frozen)
ONE MARK FOR EACH CORRECT ANSWER
- (j) stared for many minutes / stood for many minutes/ stood and stared [1]
- (k) ANY FOUR FROM THE FOLLOWING: [4]
1. pack creams OR medicines / treat sunburn OR snow blindness
 2. give sea-sickness tablets
 3. accompany teams / accompanied scientists
 4. photographer
 5. medical duties

[Total: 15]

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Exercise 3: ARTS CENTRE VISITOR QUESTIONNAIRE

Section A: Personal details

Full name: **Rodrigo Espinosa**

Age: **18 / eighteen / 18 years / 18 years old**
('years' must be in the plural)

Address: **Apartment / Apt 4 97 Avenida Diego Benitez Acapulco**

Section B: Survey details

How far do you live from the centre? (please circle) **CIRCLE 0–5 kilometres**

How do you normally travel to the centre? **By train / train**

How often do you attend an event at the centre? **once a month / monthly**

What TWO facilities do you use the most? (in order of preference)

1) cafe 2) music studio

Do you have a centre gold card? **DELETE NO**

If you have a gold card, what is its most useful feature for you?

tickets at ten per cent discount / discount on tickets / save money on tickets
/ saves money on tickets

(Accept responses expressing the idea of getting cheap tickets.)

Please give details of anyone you know who would be interested in receiving information about the centre.

Full name: **Gabriela Espinosa**

Contact details (email or phone): **gabiespin@internet.com.mx**

Particular area of interest: **modern art / modern art exhibitions / modern art exhibition / modern art exhibits**

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Section C

In the space below, write **one** sentence of between 12 and 20 words, about any improvements you would like to see at the centre in the future.

Examples of acceptable sentences:

I would like to see more rock and pop concerts for younger people.

It would be a good idea to have a room where teenagers could relax.

I would like more pop concerts and I could use my gold card to buy tickets.

Characteristics of a correct sentence:

The sentence should refer to an improvement to the centre provided in the text. It must refer to holding pop/rock concerts, not only having traditional music, or to having a room for teenagers.

It must be written from the point of view of Rodrigo, so, if used, only first person pronouns (I, my etc.) are acceptable.

It must contain a main clause.

It can include extra correct irrelevant information from the text if a relevant improvement is also supplied.

It cannot include any additional incorrect information even if a relevant improvement is given.

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 the sentence should be considered as 1 grammar error.

Max overall total for exercise 3: 8 marks

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Exercise 4: THE MAN WHO FELL TO EARTH

Statistical data about the jump (maximum of 4)

The mission involved about 300 people

1. Almost 40 000 m / about 40 km / highest / break altitude record
(*'almost' idea essential*)
2. fall more than four minutes
3. more than 1300 km per hour / fastest / break speed record
4. open parachute about one and a half kms above ground
5. 8 million watching
6. 1st to break sound barrier
7. Five-year project / worked on five years

Problems before and during the jump (maximum of 3)

8. shield covered with mist
(*Do not accept 'helmet covered with mist'*)
9. spin out of control
10. panic attack
11. several attempts to inflate balloon / inflating balloon abandoned / jump abandoned because of bad weather / bad weather

Aims of the mission (maximum of 2)

12. test spacesuit
13. break speed and altitude records
14. how equipment affected by loss of pressure / how equipment affected by height / help people survive

[Total: 9]

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Exercise 5: TRAVELLING AROUND CITIES

Award a maximum of 6 marks for Content and 5 marks for Language.

Content (up to 6 marks)

Ideas suggested by the city planners

1. roads to move people
2. bicycles
3. more bicycle parks near stations / create bicycle parks near underground / more people to travel by public transport / half city population travel by public transport
(*Comparative idea essential where specified – suggestion of building/creating/providing bicycle parks covers this.*)
4. bicycle rental
5. cars not allowed on certain days
6. fee to drive alone / share journeys
7. transport better linked / link bus and train schedules
8. publicity campaign / let people know about alternative transport / persuade people to use different transport
9. change in work practices / flexitime / work from home

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: Surprising news item

Exercise 7: Drinks and snacks machine

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: Fulfil the task, with consistently appropriate register and excellent sense of purpose and audience. <i>Award 10 marks.</i></p> <p>Fulfil 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: Fulfil the task, with appropriate register and a good sense of purpose and audience. <i>Award 7 marks.</i></p> <p>Fulfil 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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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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0–1	<p>Little relevance: 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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