

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

**MARK SCHEME for the October/November 2011 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.

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

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Page 2	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – October/November 2011	0510	

**Exercise 1 Wedding Customs Around The World**

- (a) TV AND internet
- (b) to show the couple are leaving old life behind / to show couple's new life together (as one) [1]
- (c) they smash them all [1]
- (d) to bring good luck / to wish couple a happy life [1]
- (e) unmarried AND of good character / good [1]
- (f) she might get married herself soon [1]
- (g) drag a towel behind her (clearing a path) [1]
- (h) TWO from: joy / health / wealth / unity of 2 families / clear a path for unmarried friends [1]

**[Total: 8]**

Page 3	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – October/November 2011	0510	

### Exercise 2 Precious Rainforests

- (a) Asia AND Pacific [1]
- (b) rainforest (once covered 14% of land) now only 6% AND 1 ½ acres destroyed every second [1]
- (c) those surviving on (less than) US \$2 a day [1]
- (d) rich people / cattle ranchers / soya bean farmers / timber plantation owners / governments  
ANY TWO [1]
- (e) illnesses brought by outside peoples  
AND the violence of invaders. ONE MARK FOR EACH DETAIL [2]
- (f) (1975) gold and uranium discovered / roads built / mines opened [1]
- (g) (to help) safeguard it [1]
- (h) (over 120) medicine(s) / (25% of) cancer fighting drugs / medical research  
ANY TWO FROM THREE [2]
- (i) 20% of oxygen  
lose regulated rainfall  
knowledge of medicine men  
137 plant, animals, insects a day  
(new) cures for diseases [4]

**[Total: 14]**

Page 4	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – October/November 2011	0510	

### Exercise 3 Hotel Booking 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 circle, delete) must be observed with total accuracy.*

#### Section A Customer details

Name of business/school: Park Place International School

Address: No.5 Jigani Road, Virgo Nagar, Bangalore

Name of customer: Jyoti Prakash

Position in business/school: Chairperson of School Council

Email address: jp@redifmail.com

Telephone number: 9344505640

#### Section B Booking details

Reservation required for: 1 July 2012  
CIRCLE evening

Number of people attending the event: TICK more than 150

Meal requirements: buffet with vegetarian selection

Do you require a space for the performance? DELETE NO

Give details of any technical equipment required: DVD Player and projector

Other services required from the hotel? print entry tickets

*Max. total for Sections A and B: 6 marks*

#### Section C *Max total for Section C: 2 marks*

The sentence must be written in the first person.

##### SAMPLE SENTENCE

The candidate is expected to write something about the high standards of the hotel / easy access to facilities / well known / good staff.

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.

Page 5	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – October/November 2011	0510	

**0 marks:** more than 3 errors of punctuation / spelling / grammar; and/or irrelevant to the question; 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.*

**[Total: 8]**

Page 6	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – October/November 2011	0510	

#### Exercise 4 The Middle Eastern Wildlife Park

*NB Correct answers 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.*

##### **Achievements of the wildlife park** (max 3 marks this section)

1. home to 30 species of animals / conservation of animals  
*accept individual examples of oryx, gazelles, hares*
2. alternative energy plant / wind turbine generates 1% of island's needs
3. water consumption cut (from 55 million to 40 million litres a day)

##### **Activities available for visitors to the wildlife park** (max 3 marks this section)

4. safari
5. camping / camps
6. snorkelling
7. bike riding

##### **Negative points about the wildlife park** (max 2 marks this section)

8. some creatures not always easy to spot  
*accept individual examples of turtles, sharks, dolphins and rays*
9. rubbish on beach / plastic and rubbish mixed with sea shells / plastic and metal at the water's edge
10. hotel air-conditioning (not eco-friendly)
11. extreme heat at certain times of year

**[Total: 8]**

Page 7	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – October/November 2011	0510	

## Exercise 5 The Joys of Dancing

### Content (up to 6 marks)

#### Physical

- gets you fit
- makes you flexible
- makes you strong / exercises (leg) muscles / legs become strong
- gives you endurance

#### Non-physical

- builds a sense of community
- helps you to socialise
- increases self-confidence
- reduces stress and tension / gets rid of anger / feel calmer
- gives overall sense of well-being
- makes children more enthusiastic about school

### Language (up to 4 marks)

**0 marks:** meaning obscure because of density of language errors and serious problems with expression / nothing of relevance

**1 mark:** expression weak / reliance on lifting without discrimination

**2 marks:** expression limited / some reliance on lifting from the original, but some sense of order

**3 marks:** expression good, with attempts to group and sequence ideas in own words

**4 marks:** expression very good; clear, orderly grouping and sequencing largely in own words

**[Total: 10]**

Page 8	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – October/November 2011	0510	

### Exercise 6 Reward for passing exams

### Exercise 7 Leave home when starting university

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.
- **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 9	Mark Scheme: Teachers' version	Syllabus
	IGCSE – October/November 2011	0510

## GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 2)

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 with 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 10	Mark Scheme: Teachers' version	Syllabus
	IGCSE – October/November 2011	0510

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. Award 1 mark.</li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language.</li> </ul>	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. Award 1 mark.</li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks.</li> </ul>