

**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**

**0510/11**

Paper 1 (Reading and Writing – Core),  
maximum raw mark 56

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.

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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### Exercise 1 Spider-Man

- (a) Malaysia
- (b) no ropes / no safety equipment [1]
- (c) (a small bag of) powder [1]
- (d) in darkness / before dawn [1]
- (e) two / twice [1]
- (f) (thick) fog / moisture [1]

[Total: 6]

### Exercise 2 Papua New Guinea

- (a) a giant rat AND last September BOTH NEEDED FOR ONE MARK [1]  
*accept synonyms for 'giant'*
- (b) 0.8 metres / 0.8 m AND 1.5 kilos / 1.5 kg BOTH FOR ONE MARK [1]
- (c) isolated / 2 500 metres above the forest  
 own climate  
 last eruption was 225 000 years ago / species have had 225 000 years to develop / species  
 have had plenty of time to develop ANY TWO FROM THREE [2]
- (d) 70% [1]
- (e) monkeys AND wild cats / big cats [1]  
*accept 'monkeys or wild cats'*
- (f) after (only) 30 seconds (they) saw a different type of frog [1]  
*accept synonyms for 'different type'*
- (g) they were not nervous / they were not shy [1]

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(h) refer to / use / after characteristic of the creature

refer to / use / after place where it was found

refer to / use name of scientist

ANY TWO FROM THREE

as long as 'refer to / use / after' is used for the first detail, it does not have to be repeated

[Total: 10]

### Exercise 3 Edinburgh Castle: School 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 underline, tick, circle, delete) must be observed with total accuracy.*

#### Section A: School details

Name and address of school: Grangethorpe School, Balmoral Avenue, Glasgow, Scotland

Name of teacher in charge: Mr Key / Gordon Key

Contact details:  
i) 077366845  
ii) grathorduc@scotnet.org.uk

#### Section B: Visit details

Date of visit: 21st June 2012

Number of students (please circle one): CIRCLE 21–30

Age group of students (please circle one): CIRCLE 12–18

Number of adult places required: 5

Method of transport to the castle: coach

Will you require a car park ticket? (please delete as appropriate) DELETE NO

I would like to book the following talk: (please tick ONE only) TICK Scotland in the Twentieth Century

Preferred time of talk (please underline one): UNDERLINE afternoon

Will you require lunch in the cafeteria? (please delete as appropriate) DELETE YES

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

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### Section C

Max total for Section C: 4 marks

*Sentence 1 and 2 must be written from the point of view of Peter Wheaton.*

Sentence 1: it is expected that candidates will write about wanting to visit the famous castle/walk around the top of the walls for the magnificent view/see the special exhibition/attend the talk about Scotland.

Sentence 2: it is expected that candidates will write about the project that they have been doing at school.

For each sentence, award up to 2 marks as follows:

**2 marks:** proper sentence construction; correct spelling, punctuation and grammar; gives the information asked for

**1 mark:** proper sentence construction; 1–3 errors of punctuation/spelling/grammar (without obscuring meaning); gives the information asked for

**0 marks:** more than 3 errors of punctuation/spelling/grammar; and/or does not give the information asked for; and/or not a proper sentence; and/or meaning obscure

*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: 10]**

### Exercise 4 A world of wonders

*Correct responses only apply if they are placed under the correct sub-heading (as detailed below).*

*Only one mark may be awarded per line.*

*Add the correct answers to give a total out of 6.*

*Remember that this exercise is marked for content (reading), not language.*

#### Details of Miyazaki's study

*(max 3 marks for this section)*

- overflowing with models / overflowing with books  
*accept synonyms for 'overflowing'*
- sketches on the walls / sketches pinned to the walls
- photographs on (work)desk / drawings on (work) desk
- on his desk clues to his interests

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**What you can see or visit outside**

(max 3 marks for this question)

- the Totoro / the guard
- rooftop garden
- (bronze) statue (of a robot soldier)
- (red) pine trees
- rooftop café
- Kichijoji Avenue / Inokashira Park

[Total: 6]

**Exercise 5 A world of wonders: summary**

*This exercise is marked for language, not content, but if content is entirely irrelevant to the task, a mark of zero should be awarded.*

*Count words and do not mark anything exceeding 70 words, as specified in the question. Candidates will not be assessed on anything they have written after this limit, but will not be penalised per se for exceeding it.*

- 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 from the passage
- 2 marks:** expression limited/reliance on copying out the notes, 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 own words

[Total: 4]

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**Exercise 6 Unexpected day's holiday from school****Exercise 7 Learn online at home**

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

- Award the answer a mark for **content (C)** [out of 5] and a mark for **language (L)** [out of 5] 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 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 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.

[Total Exercise 6: 10]

[Total Exercise 7: 10]

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## GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 1)

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
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>
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>