UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2010 question paper

for the guidance of teachers

0510 ENGLISH AS A SECOND LANGUAGE

0510/12 Paper 12 (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.

* CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Exercise 1: Travelling in Egypt

(a) (Badr's) Museum (of Art)/desert garden

(b) <u>soak</u> (under the stars)/<u>enjoy</u> hot water pool/<u>camp</u>   TWO FOR ONE MARK   [1]

(c) A (Roman) spring/Ain Bishoi/a grove of date palms, etc.   [1]

(d) Several families look after crops/trees (there)   [1]

(e) sunrise/sunset/under a full moon   TWO POINTS NEEDED   [1]

(f) 4-wheel-drive (vehicle)   [1]

[Total: 6]

Exercise 2: Make room for all Species

(a) humans <u>more than</u> doubled in number/people taking other species' living space/ food   [1]

(b) <u>saving</u> species AND <u>feeding</u> people   BOTH FOR ONE MARK   [1]

(c) <u>produce</u> oxygen/<u>photosynthesise</u>
<u>absorb</u> carbon dioxide   [2]

(d) snail is being killed (for shell)
snails' habitat under threat   [2]

(e) Indonesia   [1]

(f) trees <u>need to be</u> in the forest/trees only produce a good crop in the forest   [1]

(g) less than 5%   [1]

(h) population growing/in 1953 2.5 billion humans, now 6 billion   [1]

[Total: 10]

Exercise 3: Thitu Ogola

NB: Accurate spelling is essential for the form-filling exercise.

SECTION A: General details

SCHOOL NAME: Greenfields School   [1]

NAME OF PERSON COMPLETING THE FORM: Miss (Thitu) Ogola   [1]

POSITION IN SCHOOL: CIRCLE   Teacher   [1]

HOME ADDRESS: 21 Rift Avenue, Bondo, (Kenya)   [1]

SECTION B: Details of accident

NAME OF PUPIL INVOLVED IN ACCIDENT: Dafina Magembe   [1]

AGE OF PUPIL: CIRCLE   15 – 16   [1]

PARENTS' TELEPHONE NUMBER: 00846342   [1]

DATE OF ACCIDENT: 16.04.2010   [1]

TIME OF ACCIDENT: 1.00pm   [1]

PLACE OF ACCIDENT: school hall   [1]

BRIEF DESCRIPTION OF ACCIENT:

Dafina (lost her balance), hit her head on the lamp and fell.   [1]

NAME(S) OF WITNESS(ES):   Busara Ndunyu   [1]

One mark for each two correct responses – to give a total out of 6.

SECTION C

Sentence One: to score, the candidate must have written one sentence about Dafina being shocked and upset but basically fine.

Sentence Two: to score, the candidate must have written one sentence about calling the nurse/ completing the form.

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

2 marks   proper sentence construction; correct spelling and punctuation; gives the information asked for

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

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

[Total: 10]

Exercise 4: Children and Music

NB correct responses only apply if they are placed under the correct sub-heading (as detailed be
Add the correct answers to give a total out of 6.
Remember that this exercise is marked for content (reading), not language.
Tick and number the points up to a maximum of 6 marks (up to 2 marks per heading).

School subjects that improve if children are involved in music   **(max 2 marks for this section)**

   1   math(s)
   2   science
   3   reading

Preferences in music at different ages   **(max 2 marks for this section)**

   4   ry young – any type/wide range of music
   5   8 years – popular music
   6   9 years and above – fast tempo/rock and roll

Activities you can do with your child to expose him/her to music (max 2 marks for this section)

   7   introduce your child to songs from your childhood/music you (particularly) love
   8   cook to music
   9   clean to music
  10   sit and listen to music

[Total: 6]

Exercise 5: Summary: Children and Music

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 indicate when the 70 words limit has been reached. Candidates will not be assessed on anything they have written after this limit, but will not be penalised *per se* for exceeding it.

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 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]

Exercise 6: Birthday money
Exercise 7: Link with another country

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 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 is unlikely to gain a high mark for content.

- 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]

GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (CORE TIER)

Mark band	CONTENT: relevance and development of ideas	Mark band	LANGUAGE: style and accuracy
4–5	**Satisfactory:** • *Relevance:* 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. • *Development of ideas:* Material is satisfactorily developed at appropriate length.	4–5	**Safe:** • *Style:* Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • *Accuracy:* 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.
2–3	**Partly relevant:** • *Relevance:* 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. • *Development of ideas:* Supplies some detail and explanation, but the effect is incomplete. Some repetition.	2–3	**Errors intrude:** • *Style:* Simple structures and vocabulary. • *Accuracy:* 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.
0–1	**Little relevance:** • Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark. • No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks.	0–1	**Hard to understand:** • 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. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks.