

**MARK SCHEME for the May/June 2014 series**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/23** 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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### 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

		<b>Reading objectives tested</b>	<b>Marks for reading objectives</b>	<b>Writing objectives tested</b>	<b>Marks for writing objectives</b>	<b>Total available marks</b>
Exercise 1	Reading (1)	R1	9		---	<b>9</b>
Exercise 2	Reading (2)	R1	15		---	<b>15</b>
Exercise 3	Information transfer	R1, R2	6	W1, W5	2	<b>8</b>
Exercise 4	Note-making	R1, R2, R3	9		---	<b>9</b>
Exercise 5	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5	5	<b>11</b>
Exercise 6	Writing (1)		---	W1, W2, W3, W4, W5, W6	19	<b>19</b>
Exercise 7	Writing (2)		---	W1, W2, W3, W4, W5, W6	19	<b>19</b>
						<b>90</b>

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**Exercise 1 Take the Train**

- (a) 200 kph [1]
- (b) train manager AND other crew member  
BOTH NEEDED [1]
- (c) Saturday AND Sunday / weekends [1]
- (d) reclining seats / seats that allow you to lie back [1]
- (e) blue sign [1]
- (f) quiet carriage [1]
- (g) standard / non-first class [1]
- (h) magazines [1]
- (i) read safety posters [1]

***Max total for exercise 1: 9 marks***

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### Exercise 2 The Green Man

- (a) wood AND stone  
BOTH NEEDED [1]
- (b) most frightening [1]
- (c) copied the same old designs [1]
- (d) front doors [1]  
furniture [1]
- (e) growth of new vegetation / spring [1]
- (f) hairstyles [1]
- (g) might see the Green Man [1]  
might be a fierce animal [1]
- (h) early Middle Ages AND 100  
BOTH NEEDED [1]
- (i) symbol of unity between humans and nature [1]
- (j) face surrounded by leaves / hair  
crowns  
nose  
mouth  
leaves grow under the eyes / wrinkles ANY FOUR [4]

**Max total for exercise 2: 15 marks**

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**Exercise 3 Commonwealth of Australia  
Visa Application Form**

**Section A: Personal Details**

Full name: Ranvir Dasgupta  
Address: 39 Hungerford Road, Amritsar 143 026  
Telephone number: 183–630551  
Email address: [ranidas@telmail.in](mailto:ranidas@telmail.in)  
Age at date of entry to Australia: 18  
Passport number: ST8224073  
Do you have any other person(s) travelling with you? DELETE Yes

**SECTION B – Details of visit to Australia**

Date and year of entry: 17<sup>th</sup> November 2014  
Place of entry: Brisbane  
Flight number: QA 225  
Purpose(s) of visit: tourism AND sport  
BOTH NEEDED  
Length of stay (please tick box): TICK up to 1 month  
Name and date(s) of any event(s) you plan to participate in: International Girl Guide Tournament  
19<sup>th</sup> to 23<sup>rd</sup> November (2014)  
Type of organisation that you will represent at the above event (please circle):  
CIRCLE school  
Name of one personal sponsor in Australia: Dr Gayatri Bhaskaram

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

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## **SECTION C**

**The sentence must be written in the first person.**

**Sample sentences:**

I would like to visit the Great Barrier Reef and to stay for a week with my aunt in Melbourne.

I plan to stay in Brisbane for the Girl Guide Tournament and then do some sightseeing.

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**

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#### **Exercise 4 Communications Technology in Africa**

##### **How technology helped a farmer in Kenya**

*(max 3 marks for this section)*

- 1 searched internet for information about potato disease/discovered ants were eating his potato stems/discovered cause of problem with potato crop
- 2 found cure for disease/sprinkle wood ash on crop/got healthy potatoes
- 3 found local buyer for his rescued crop
- 4 gets latest potato prices

##### **Financial benefits of new technology to Nigerians**

*(max 4 marks for this section)*

- 5 cost of sim cards
- 6 cellphone calls now cheaper
- 7 huge (increase) foreign investments
- 8 cheap text messaging service
- 9 new businesses started

##### **How technology has affected life in other named African countries**

*(max 2 marks for this section)*

- 10 farmers have free automated phone service/website to find out global food prices
- 11 citizens report local problems
- 12 students report poor performance of university staff/students can register complaints

**Max total for exercise 4: 9 marks**

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## **Exercise 5 Seeing Red**

### **Content (up to 6 marks)**

#### **Reasons why numbers have declined**

- 1 Squirrel Pox Virus / grey squirrels infected reds with virus
- 2 expelled from their breeding grounds by grey squirrels
- 3 their food was stolen by grey squirrels
- 4 many died during cold winter

#### **Actions being taken to keep them safe**

- 5 volunteers monitor red / grey squirrel movements and habitats
- 6 volunteers prevent greys from spreading into areas where reds are present
- 7 established areas where red squirrels can be kept safe / large forests of pine trees, where reds can safely feed on the seeds and nuts
- 8 volunteers patrol the woodlands
- 9 landowners attract reds to their woodlands / landowners keep greys out of their woodlands

### **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 Film or Play Seen

## Exercise 7 Olympic Games

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 exercise 6: 19 marks**

**Max total 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><b>Highly effective:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b></p> <p>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><b>Precise:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> Well-constructed and linked paragraphs with very few errors of any kind.</p>

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<p>6–7</p>	<p><b>Effective:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Ideas are developed at appropriate length. Engages reader’s interest.</p>	<p>6–7</p> <p><b>Competent:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> 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>
<p>4–5</p>	<p><b>Largely relevant:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</p>	<p>4–5</p> <p><b>Satisfactory:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> 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>

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<p>2–3</p>	<p><b>Partly relevant:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Supplies some detail but the effect is incomplete and repetitive.</p>	<p>2–3</p>	<p><b>Errors intrude:</b></p> <p><b>Style:</b> Simple structures and vocabulary.</p> <p><b>Accuracy:</b> 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>
<p>0–1</p>	<p><b>Little relevance:</b></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>	<p>0–1</p>	<p><b>Hard to understand:</b></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>