

# UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

## MARK SCHEME for the May/June 2006 question paper

### 0510 ENGLISH AS A SECOND LANGUAGE

0510/01

Paper 1, maximum raw mark 56

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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### Exercise 1

- (a) (wild) animal parks / wildlife parks [1 mark]
- (b) \$2.99 [1 mark]
- (c) (give) talks (about the animals they look after) [1 mark]
- (d) 3.00pm / 15.00 (hours) [1 mark]
- (e) the website / www.westcoastholparks.net / education packs / talks [1 mark]
- (f) Port Lympen [1 mark]

***[Max. total for Exercise 1: 6 marks]***

### Exercise 2

- (a) The first all women's team to have reached both poles [1 mark]
- (b) She will lose 2 kilos / 2 kilos less / 62 to 60 kilos. [1 mark]
- (c) How we feel cold / how the body survives the cold [1 mark]
- (d) She is older (15 years) [1 mark]
- (e) a (good) layer of insulation [1 mark]
- (f) (Team) base camp manager [1 mark]
- (g) Fruit is too heavy to carry / multivitamins are lighter [1 mark]
- (h) they boil snow / by boiling snow / they melt snow / by melting snow [1 mark]
- (i) Tick and number points (up to a maximum of 2)  
 1. suffer extreme cold / temperatures lower than  $-40^{\circ}\text{C}$   
 2. pull nearly twice their own weight (in supplies)  
 3. spend 10 hours each day covering the necessary distance / walking  
 4. travel more than 500 miles (on moving pack ice)  
 5. like running a daily marathon for months on end  
**(any 2 for 2 marks)** [2 marks]

***[Max. total for Exercise 2: 10 marks]***

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### Exercise 3

Note: correct spelling is essential for the completion of Section A.

| PERSONAL INFORMATION FORM  |     |
|--|-----|
| <b>SECTION A</b>   |     |
| Full name: .....   | [1] |
| Male / <del>Female</del> (delete whichever does not apply)   | [1] |
| Age group (please circle): <u>under 20</u> / 20-30 / 30-40 / over 40   | [1] |
| Home address: .....  | [1] |
| Home country: .....  | [1] |
| Email address: .....   | [1] |
| Occupation: .....  | [1] |
| Name of employer: .....  | [1] |
| Previous experience: .....   | [1] |
| Number of people in team (please tick box):  |     |
| 1-9 <input type="checkbox"/> 10-19 <input checked="" type="checkbox"/> 20-29 <input type="checkbox"/> Over 30 <input type="checkbox"/> | [1] |
| When you plan to leave for your next trip (please tick box):   |     |
| within 2 months <input type="checkbox"/> 2-4 months <input checked="" type="checkbox"/> 5-6 months <input type="checkbox"/>            | [1] |
| Destination of trip: .....   | [1] |

Add the correct responses and then halve them to give a score out of 6. Then add this score to the marks awarded for the two sentences:

|               |                              |                 |              |
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**Sentence 1:** To score, the candidate must write a sentence about **living in huts and/or tents**. This should be in the first (not third) person.

**Sentence 2:** To score, the candidate must write a sentence about **exploring the Congo / plotting a route / producing a map**. This should be in the first (not third) person. Direct lifting from the information is permissible (provided in first person). Allow anything relevant/appropriate.

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 information asked for, AND/OR not a proper sentence; AND/OR meaning obscure; AND/OR writing in third person.

**Add maximum of 4 marks to previous total for a maximum total of 10 marks.**

***[Max. total for Exercise 3: 10 marks]***

#### **Exercise 4**

Tick and number the points below: (up to a maximum of 3 for each section)

##### **Problems associated with landfill sites**

- 1 Not pretty
- 2 Toxic compounds entering groundwater (system)
- 3 Risk of birth defects
- 4 (Unpleasant) smells
- 5 Burying waste leads people to forget about it **[3]**

##### **Ways to help manage waste**

- 6 Separate waste for recycling / sort it properly
- 7 Tax reductions
- 8 Educational projects for schools
- 9 (More) funds to local councils
- 10 'Pay as you throw' / metered home collection system **[3]**

***[Max. total for Exercise 4: 6 marks]***

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### Exercise 5

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 Meaning obscure because of density of language errors and serious problems with expression/nothing of relevance.
- 1 Expression weak / reliance on lifting from the passage
- 2 Expression limited / reliance on copying out the notes, but some sense of order
- 3 Expression good, with attempts to group and sequence ideas in own words
- 4 Expression very good: clear, orderly grouping and sequencing, largely own words

**[Max. total for Exercise 5: 4 marks]**

### Exercise 6 and Exercise 7

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.

Annotate as follows:

C (mark) + L (mark) = ringed total

- **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 does not 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.
- 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 are available.

**[Max. total for Exercise 6: 10 marks]**

**[Max. total for Exercise 7: 10 marks]**

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GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 1 - CORE TIER)

| Mark band | CONTENT:<br>relevance and development of ideas<br>(AO: W1, W2, W6)  | Mark band | LANGUAGE:<br>style and accuracy<br>(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. <b>Award 1 mark.</b></li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b></li> </ul> <p>NB: If essay content is completely irrelevant, no mark can be given for Language.</p>                                  | 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. <b>Award 1 mark.</b></li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. <b>Award 0 marks.</b></li> </ul>              |