

MARK SCHEME for the May/June 2007 question paper

0510 ENGLISH AS A SECOND LANGUAGE

0510/02 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.

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.

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

CIE is publishing the mark schemes for the May/June 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Exercise 1 Eurostar

- (a) 290 km per hour [1]
- (b) read AND enjoy a meal (BOTH NEEDED) [1]
- (c) daily [1]
- (d) many (50) attractions (for both adults and children)/an unforgettable experience/plenty of fun [1]
- (e) they are multi-lingual/they can speak other languages [1]
- (f) by phone AND on the internet/website/www.eurostar.com (BOTH NEEDED) [1]
- (g) you can only book up to 90 days in advance [1]
- (h) earn (travel) points which can be exchanged [1]

[Max. total for Exercise 1: 8 marks]

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Exercise 2 Women divers

- (a) stones (tied to their waists) [1]
- (b) doing household tasks [1]
working in the fields [1]
- (c) strong diving skills AND experience (BOTH NEEDED) [1]
- (d) 5000 (divers) [1]
- (e) new (career) opportunities/mainland more accessible (for work) [1]
- (f) she makes sure the other divers have entered safely/are safely out of boat [1]
- (g) low(er) ratio of fat [1]
male body does not handle water pressure (so) well [1]
- (h) (frequent) headaches [1]
- (i) TICK + NUMBER points (up to a maximum of 4)
- 1 (menacing) darkness [1]
 - 2 (unpredictable) currents [1]
 - 3 freezing water [1]
 - 4 water pressure [1]

[Max. total for Exercise 2: 14 marks]

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Add the correct responses for Sections A to C and then halve them to give a score out of 6. Then add this score to the marks awarded for the sentence.

Sentence: it is expected that candidates will write a sentence that makes reference to the fact that the family should feed and walk the dog.

This sentence must be in the first person.

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 and punctuation; relevant to context.

1 mark: no fewer than 12 and no more than 20 words; proper sentence construction; 1-3 errors of punctuation and/or spelling that do not obscure meaning; relevant to context

0 marks: more than 3 errors of punctuation and/or spelling; AND/OR irrelevant to context; AND/OR not a proper sentence; AND/OR fewer than 12 or more than 20 words.

[Max. total for Exercise 3: 8 marks]

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Exercise 4 Stone Age man

Tick and number points:

High-tech methods used to research the body

- 1 soil and water analysis/sampling
- 2 digital X-ray (imaging)

Physical details of Oetzi

- 3 (series of) short dark parallel lines (on chest)/bone problems
- 4 deep cut between first finger and thumb
- 5 arrowhead in shoulder blade

Possible reasons for Oetzi's death

- 6 assassinated (in a political plot)
- 7 victim of robbery/attacked (by enemy tribe)
- 8 overcome by extreme weather

[Max. total for Exercise 4: 8 marks]

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Exercise 5 Hunting of crocodiles

Mark up to 6 for content and up to 4 for language.

Count words and cross out everything after 120.

Do not award language marks if there is no content.

Do not award full language marks if both parts of summary not addressed.

Content (up to 6 marks)

Tick and number the points below

Arguments for:

- 1 crocodile population rising
- 2 crocodiles moving into areas inhabited by humans
- 3 crocodiles learning quickly to regard humans as prey
- 4 (too many) people and crocodiles in one place

Arguments against:

- 5 crocodiles do not intentionally attack humans
- 6 crocodiles' instinct is to avoid humans
- 7 could be hunted to extinction
- 8 small number of attacks on humans (in mangrove swamps)
- 9 crocodile farming is suitable alternative/an economic resource

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 own words.

[Max. total for Exercise 5: 10 marks]

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Exercise 6 Letter to friend

Exercise 7 Animals in zoos

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. 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 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.

[Max. total for Exercise 6: 18 marks]

[Max. total for Exercise 7: 18 marks]

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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>Highly effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: 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. 	8-9	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • Accuracy: None or very few errors. Well-constructed and linked paragraphs.
6-7	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	6-7	<p>Precise:</p> <ul style="list-style-type: none"> • Style: 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. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
4-5	<p>Satisfactory:</p> <ul style="list-style-type: none"> • 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	<p>Safe:</p> <ul style="list-style-type: none"> • 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.

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2-3	<p>Partly relevant:</p> <ul style="list-style-type: none"> • 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	<p>Errors intrude:</p> <ul style="list-style-type: none"> • 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	<p>Little relevance:</p> <ul style="list-style-type: none"> • 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. If essay is completely irrelevant, no mark can be given for language. 	0-1	<p>Hard to understand:</p> <ul style="list-style-type: none"> • 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.