

**MARK SCHEME for the October/November 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 October/November 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** The National Cycle Network

- (a) countryside [1]
- (b) government AND landowners [1]
- (c) roads (too) dangerous [1]
- (d) noise/congestion/accidents/pollution ANY THREE [1]
- (e) over one third [1]
- (f) pedestrians/mums with children/disabled ANY TWO [1]
- (g) special road crossing(s) [1]
- (h) people become less dependent on the car [1]

**[Max. total for Exercise 1: 8 marks]**

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**Exercise 2** Jurassic Bark

- (a) 11 years ago AND  
in a valley/in Wollemi National Park/Sydney (Australia) [1]
- (b) bubbled/raised bark AND (distinctive) fern-like leaves [1]
- (c) 144 to 206 million years ago [1]
- (d) authorised scientists [1]
- (e) (i) (protect from) people who try to steal/cut off branches/harm the trees [1]  
(ii) protect them from disease/people spreading disease [1]
- (f) botanic gardens [1]
- (g) more affordable/smaller/younger ANY TWO [1]
- (h) tough (survivors)/can withstand a range of temperatures  
/have been around for 17 ice ages ANY TWO [2]
- (i) TICK AND NUMBER POINTS (up to a maximum of 4)
- 1 very old/date back to the Jurassic period
  - 2 previously unknown (prehistoric) species/discovery of the century
  - 3 more of them than originally thought/about 100 in the wild today
  - 4 the equivalent of living dinosaurs
  - 5 chance of preservation for the future [4]

**[Max. total for Exercise 2: 14 marks]**

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### **Exercise 3** Accident Report

Please see sample form.

Sentence: (Example) As the traffic lights changed to red the sports car driver was going too fast and couldn't stop.

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.



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#### **Exercise 4** Kite Surfing

Tick and number the points (up to a maximum of 2 per heading)::

##### **Development of the sport**

started in early 20<sup>th</sup> century with giant kite and a rowing boat

- 1 1986 (Wipika) water sports kite (developed)
- 2 1998 kite surf board made/canoe replaced by surf board

##### **Description of the modern sporting kite**

- 3 super-tough/indestructible nylon
- 4 sail areas of 25 square metres
- 5 no frames (to be damaged)
- 6 controlled by many strings/lines

##### **Controlling the kite**

- 7 (learning to) use the control bar
- 8 'body dragging'
- 9 controlling kite with direction of winds/'powering up'
- 10 coordinating kite + body + board

##### **Rewards of kite surfing**

- 11 prize money/winning competitions/\$25,000
- 12 thrill/excitement/defy gravity/soar up in the air
- 13 travelling the world
- 14 inventing new tricks/stunts/acrobatic moves

**[Max. total for Exercise 4: 8 marks]**

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### **Exercise 5** Balancing Act

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.

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

Tick and number the points:

#### **Link between physical/exercises and learning difficulties**

- 1 children need balance and control over head (to read properly)
- 2 function of inner ear (affects reading)
- 3 hand/eye coordination (affects reading)
- 4 holding pen with fist (could cause problems)

#### **Ways special physical exercises can help children**

- 5 enjoyment/enthusiasm
- 6 can do exercises again the right way/like babies
- 7 make better progress at school (like eight year olds)
- 8 benefit from exercise
- 9 don't experience reading failure/read better

#### **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 and Exercise 7** After School Sports Club and How animals should be treated

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 the 4–5 mark band or above.
- 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 or above.
- 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

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><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> 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.</li> </ul>	8–9	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> No or very few errors. Well-constructed and linked paragraphs.</li> </ul>
6–7	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	6–7	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> 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.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>
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>

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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>