

MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers

0510 ENGLISH AS A SECOND LANGUAGE

0510/11

Paper 11 (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.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	11

Exercise 1: The Variety of Singapore

- (a) (in) 1965 [1]
- (b) how people lived (in the past two centuries) AND models of street scenes
BOTH FOR ONE MARK [1]
- (c) antiques AND medicinal herbs BOTH FOR ONE MARK [1]
- (d) superb view (across the harbour) [1]
- (e) light/cotton items AND comfortable shoes BOTH FOR ONE MARK [1]
- (f) pay a fine/pay \$20 (on the spot) [1]

[Total: 6]

Exercise 2: The Dabbawallahs of Mumbai, India

- (a) deliver lunch boxes (or dabbas) to office workers (or workplaces) [1]
- (b) female occupants (or relatives) of homes [1]
- (c) trains AND bikes BOTH FOR ONE MARK [1]
- (d) salary/health care/education for (their)children TWO FROM THREE FOR ONE MARK [1]
- (e) 1950 = 50% 2010 = 80% BOTH FOR ONE MARK [1]
- (f) different religions have different diets [1]
- (g) (their) business is (so) efficient [1]
- (h) offers traditional, home-made food
cheaper ONE MARK FOR EACH ANSWER [2]
- (i) collect empty containers (or boxes or dabbas) [1]

[Total: 10]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	11

Exercise 3: Computer Features Magazine – Order Form

Note: correct spelling is essential for the form-filling exercise.

SECTION A: PERSONAL DETAILS

Full name:	Musa Osman	[1]
Home address:	32C Jalan Pinang Kuala Lumpur	[1]
Home country:	Malaysia	[1]
Age group:	CIRCLE "under 20"	[1]
Preferred contact details: email:	musos@klnet.my	[1]
	phone: 649042685	[1]

SECTION B: SUBSCRIPTION DETAILS

Reference number:	CF8VX	[1]
I wish to subscribe for:	TICK "6 months"	[1]
I prefer to pay:	TICK "in advance"	[1]
I wish to receive information about other special offers:	DELETE "no"	[1]
Please send me my free copy of:	TICK "An Advanced Guide to Websites"	[1]
Where did you see the advert for the special offer?	local newspaper	[1]

[12 divided by 2 = 6]

SECTION C

Sentence 1 and 2 must be written in the first person.

Sentence 1: to score, the candidate should have written one sentence about being a member of the team producing the school website/using computers since his first year at school.

Sentence 2: to score, the candidate should have written one sentence about wanting to work for his uncle's company/working as a trainee computer technician.

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

[Maximum 4 marks for the two sentences]

[Total: 10]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	11

Exercise 4: Space Cuisine

NB correct responses only apply if they are placed under the correct sub-heading (as detailed below). Add the correct answers to give a total out of 6.

Remember that this exercise is marked for content (reading), not language.

Special requirements for food in space

(max. 3 marks for this section)

- 1 special dough-based bread (or sandwich or food) which does not break (into small bits)/moist food that sticks together
- 2 salt and pepper in liquid form
- 3 pre-sliced tomatoes
- 4 sharp flavour

Challenges for the voyage to Mars

(max. 3 marks for this section)

- 5 food needs a 5 year shelf-life/timeline is long/great distances
- 6 unpredictable weather
- 7 mechanical problems
- 8 new kinds of packaging
- 9 (prevention of) bacterial growth/(lessen) water activity

[Total: 6]

Exercise 5: Space Cuisine: Summary

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 word 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]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	11

Exercise 6: Interesting item discovery

Exercise 7: Fashionable clothes

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]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	11

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

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
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.
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.