

**MARK SCHEME for the May/June 2011 question paper**  
**for the guidance of teachers**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/11**

Paper 1 (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.

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

Cambridge is publishing the mark schemes for the May/June 2011 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 Rio Carnival

- (a) once a year/annually/every year/every February [1]
- (b) all over the world [1]
- (c) (huge) arena  
*do not accept 'area'* [1]
- (d) quality of its music/theme of its performance/costumes  
*do not accept 'music' or 'performance' on their own*  
*do not accept 'customs'*  
ANY TWO FROM THREE [1]
- (e) beauty/beautiful AND fit/fitness  
BOTH REQUIRED FOR ONE MARK [1]
- (f) beach AND café  
BOTH REQUIRED FOR ONE MARK [1]
- [Total: 6]**

### Exercise 2 The donkey mobile library

- (a) donkey(s) (pull it) [1]
- (b) (only a) few  
*do not accept 'one of only a few'* [1]
- (c) more than two decades/more than 20 years [1]
- (d) they sit quietly/they listen [1]
- (e) greater productivity/read instructions OR apply the correct amount of fertiliser/vote (in an election)/imagine a world of possibilities OR better imagination  
ANY TWO FROM FOUR, 1 MARK EACH [2]  
*do not accept 'longer life' on its own but tolerate as additional information*
- (f) charity (groups)  
*if the amount (10 000 Dollars) is mentioned it must be correct* [1]
- (g) (Ethiopia had) almost no libraries [1]

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(h) training for librarians/ideas about what they might do in the future [1]

(i) he loves the library/(the) stories [1]

[Total: 10]

### Exercise 3 Arts Centre – Student Membership form

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

*Upper case letters required at the start of proper nouns.*

*The conventions of form-filling (i.e. instructions to tick, circle, delete) must be observed with total accuracy.*

#### Section A: Personal Details

Full name: Jacques Pascaud  
 Address: Apartment/Apt 12C Rue Lazare (Paris)  
 Age group: CIRCLE 12 TO 16  
 Email address: jacko123@mtmt.fr Mobile/cell number: 274083617  
 Name of college: International College of Montmartre  
 Membership of college club(s): (college) Art Society  
 Type of membership required: TICK Part-time membership

#### Section B: Comments and Suggestions

Your particular interests: UNDERLINE art AND concerts  
 ONE suggestion for a future event: rock (music) concerts/concerts by world famous performers/  
 (regular) exhibitions of modern art

#### Section C: Referee Details

Full name: Claude Dubois Position: art teacher  
 Contact telephone number: 75763209  
 Finally, where did you find out about the new arts centre?  
 college noticeboard

Max. total for Sections A, B and C: 6 marks

|               |                                       |                 |              |
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## Section D

*Max. total for Section D: 4 marks*

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

Sentence 1: it is expected that candidates will write about wanting to help with the organisation of the art exhibitions.

Example: I would like to help with the organisation of the art exhibitions.

Sentence 2: it is expected that candidates will write about the part-time work in the local gallery.

Example: I worked part-time in a local gallery near to my home.

For each sentence, award up to 2 marks as follows:

**2 marks:** proper sentence construction; correct spelling, punctuation and grammar; gives the information asked for

**1 mark:** proper sentence construction; 1–3 errors of punctuation/spelling/grammar (without obscuring meaning); gives the information asked for

**0 marks:** more than 3 errors of punctuation/spelling/grammar; and/or does not give the information asked for; and/or not a proper sentence; and/or meaning obscure

*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.*

**[Total: 10]**

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#### **Exercise 4 Flying car**

*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.*

##### **Design features of the flying car**

*(max. 4 marks for this section)*

- wings fold up automatically/15 seconds to switch between flying and driving
- cockpit similar to a car
- satellite navigation (systems)
- weather patterns (displayed) on (simple colour) screen
- lightweight engine/can fly up to 500 miles without need to re-fuel
- (run on) ordinary (unleaded) fuel

##### **Problems faced by the potential buyer**

*(max. 2 marks for this section)*

- difficult to get insurance/difficult to get an insurer
- you need a pilot's licence/no pilot's licence
- it is expensive/costs 200,000 dollars

**[Total: 6]**

#### **Exercise 5 Flying car 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 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 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]**

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**Exercise 6 Life without television**

**Exercise 7 Pressure on young people to be healthy**

The following general instructions, and table of marking criteria, apply to both exercises.

- 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.
- **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 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.

**[Total Exercise 6: 10]**  
**[Total Exercise 7: 10]**

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

| Mark band | CONTENT: relevance and development of ideas<br>(AO: W1, W2, W6)   | Mark band | LANGUAGE: 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. 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>                            |