

**MARK SCHEME for the October/November 2009 question paper  
for the guidance of teachers**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/21**

Paper 21 (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, 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.

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### Exercise 1: Space Camp Competition

- (a) 5 (th) to 10 (th) May 2010 / next year / 2010 [1]
- (b) \$450 (per team) [1]
- (c) a (new) (useful) (practical) device to make their lives easier / safer [1]
- (d) (between) 14 – 17 (years old) [1]
- (e) scuba diving / build a satellite under water [Two details for ONE mark] [1]
- (f) design your own satellite [1]
- (g) photograph stars (planets) / use telescopes [1]
- (h) 8 pm on 10<sup>th</sup> December [1]

**[Total: 8]**

### Exercise 2: Chocolate-Tasting

- (a) It was scarce / expensive [1]
- (b) When she moved to France / when she was 13 [1]
- (c) Her cataloguing of the chocolate / she bought chocolate with pocket money / finding the best tastes / eating chocolate in the early morning [ANY TWO] [2]
- (d) Identified the brands of chocolate [1]
- (e) She never puts on weight / she is one of the few women at the top (of her profession) / she is slim [1]
- (f) She swims everyday / she eats light meals [IN EITHER ORDER] [2]
- (g) It isn't real chocolate / she is critical [1]
- (h) Least = Japan Most = United States [1]
- (i) Tick and number the points:
- ✓1 buy plain or milk chocolate
  - ✓2 try to spend a little more
  - ✓3 experiment
  - ✓4 don't buy anything with a filling or flavour
  - ✓5 don't buy anything which has been kept at more than 23 degrees C / which has suffered variations in temperature [ANY FOUR FROM FIVE] [4]

**[Total: 14]**

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### Exercise 3: Application for Museum worker

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

#### SECTION A – PERSONAL DETAILS

**Full name:** Karol Kopiec [1]  
**Address:** 49A Kirchen Avenue, Michal Park, Gdansk 17 [1]  
**Age:** 17 [1]  
**DELETE** Female [1]  
**Phone/email:** [kkopiec@museumworld.com](mailto:kkopiec@museumworld.com) [1]

#### SECTION B – EDUCATION AND EXPERIENCE

**College attended:** Gdansk Training College [1]  
**Subjects studied:** History, Geology, Archaeology [1]

#### Previous Experience:

<b>Job Title</b>	<b>Name of Workplace</b>	<b>Length of Employment</b>	
Attendant	Local History Museum	6 weeks	[1]

#### Referee

**Name:** Marta Gmitrzak      **Occupation:** Museum Director [1]

#### May we contact this person if you are invited for interview?

**DELETE** No [1]

#### SECTION C – OTHER DETAILS

**This job requires you to have a driving licence. Please indicate which type of licence you hold:**  
**TICK**      Provisional [1]

#### Where did you find out about this job vacancy?

**CIRCLE**      Other [1]

[12 divided by 2 = 6 marks]

#### SECTION D

The sentence must be written in the first person AND in the past tense.

#### Sample sentence × 2 sentences:

I was given the responsibility for some low level security, such as locking and unlocking the newspaper archives.

I worked as an attendant and I explained the history of the museum (and the garden).

I dressed up as a 19<sup>th</sup> century person and talked to the visitors.

For the 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 and/or spelling and/or grammar (without obscuring meaning); gives the information asked for.

**0 marks:** more than 3 errors of punctuation and/or spelling and/or grammar and/or does not give the information asked for; and/or not a proper sentence; and/or meaning obscure; fewer than 12 words or more than 20 words. Two sentences.

[Total: 8]

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#### **Exercise 4: Free diving**

Tick and number the content points (up to a maximum of 8 marks):

##### **Differences between free diving and scuba diving**

- ✓1 no air tank / breathing equipment / scuba diving needs air tanks
- ✓2 doesn't create air bubbles
- ✓3 doesn't frighten fish

##### **Preparation and safety for free diving**

- ✓4 wear correct weights
- ✓5 stay relaxed / meditate / don't get stressed / deep breathing
- ✓6 always dive with a 'spotter' / don't dive alone
- ✓7 have doctors / experts standing by

##### **Aims of free divers**

- ✓8 reach own personal goals / depth
- ✓9 hold your breath for longer periods of time
- ✓10 (constantly practise) to be the best

**[Total: 8]**

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### **Exercise 5 Games-based learning**

Award maximum of 6 marks for content and maximum of 4 marks for language.  
Count words and indicate when the 120 words limit has been reached.  
Do not award language marks if there is no content.

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

Tick and number each point (up to a maximum of 6):

#### **How Rodriguez thought pupils would gain from games-based learning**

- ✓1 improve ability to learn
- ✓2 learn in a more relaxed way
- ✓3 help them to socialise
- ✓4 improve motivation / motivate pupils (not normally keen on traditional school work)
- ✓5 benefit all kinds of learners

#### **How the pupils actually benefited**

- ✓6 improvement in maths / mathematical test scores
- ✓7 helped (younger) children to create words
- ✓8 enhanced (younger) children's reading / spelling (while dancing)
- ✓9 helped creative writing
- ✓10 students / boys wrote interesting and continuous dialogue

#### **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 in own words.

**[Total: 10]**

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### Exercise 6: Swimming pool incident

### Exercise 7: Music

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.

- **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 **less 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: 18]

[Total Exercise 7: 18]

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

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.</li> </ul> <p>If essay 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. 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>