

**MARK SCHEME for the October/November 2010 question paper  
for the guidance of teachers**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/21**

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, 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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<b>Page 2</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2010</b>	<b>0510</b>	<b>21</b>

### Exercise 1 Taking exercise: the Golden Rules

- (a) exercise(s) / classes / go to gym [1]
- (b) (too) expensive / can't afford it / can't afford such a luxury  
do not accept 'it's a luxury' on its own [1]
- (c) make sure it's safe / make sure it's appropriate [1]
- (d) shoes that fit / appropriate shoes / right shoes  
AND right clothes / comfortable clothes  
**(both points needed for 1 mark)**  
*for the first idea accept the lift 'shoes designed for the sort of exercise you want to do'.* [1]
- (e) how to stretch / stretching slowly and carefully / they stretch slowly and carefully  
do not accept 'stretching' on its own [1]
- (f) dehydrate / dehydration  
(suffer from) heat exhaustion  
performance won't improve  
**(any two from three, 1 mark each detail)** [2]
- (g) body recovers  
AND mind has a rest  
**(both points needed for 1 mark)**  
*for the first idea accept the lift 'will allow the muscles, tendons and joints...to recover'.* [1]

**[Total: 8]**

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0510	21

## Exercise 2 History of Perfume

- (a) (raising) scented smoke / (raising) smoke from incense [1]
- (b) glass (for bottles) [1]  
do not accept 'glass bottles' or 'glass perfume bottles'
- (c) Alexander the Great [1]  
do not accept 'Alexander' on its own
- (d) after the fall of the Roman Empire [1]
- (e) herbs AND flowers **(both points needed for 1 mark)** [1]  
tolerate any mention of 'water' if both required points present
- (f) modern chemistry **(1 mark for each detail)** [2]  
advanced technology  
do not credit 'machinery' or 'industry' as answers but tolerate as additional unnecessary information
- (g) cheap(er) / not expensive / less expensive [1]  
available to everyone / no longer something which only the wealthy used  
easy to find / easier to find **(any two from three for 1 mark)**
- (h) 4 million(s) / 4,000,000 [1]
- (i) mass production / more brand names available [1]
- (j) 1. religious / communicate with the gods  
2. social (activities)  
3. make people feel good / enjoyment / make people smell good / make the body smell good  
4. maintain health / improve health  
5. show how important people are / show how wealthy people are  
**(1 mark for each correct detail up to a maximum of 4).** [4]

**[Total: 14]**

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2010</b>	<b>0510</b>	<b>21</b>

### Exercise 3 English Language Course Evaluation 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

Martino Andreou

9.9.93 / 9th September 1993

47 Apollonos Nicosia (Cyprus)

09807881

martino2@nic.cy

#### SECTION B

TICK	One month course
CIRCLE	Excellent
CIRCLE	Always
	Project
	(Poor) behaviour of (some) other students
	Speaking AND Writing
DELETE	No

*Max. total for Sections A and B: 6 marks*

#### SECTION C

*Max. total for Section C: 2 marks*

*Note: the sentence must be written from the point of view of Martino.*

Sample sentence 1: 'My mother saw the advertisement in the local paper and she did not want me to be bored.' = 2 marks

Sample sentence 2: 'It was advertised in the local paper and I don't like being bored in the holidays.' = 2 marks

For the sentence, award 2 marks as follows:

**2 marks** no fewer than 12 and no more than 20 words; proper sentence construction; correct spelling, punctuation and grammar; relevant to context.

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

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

*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: 8]**

<b>Page 5</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2010</b>	<b>0510</b>	<b>21</b>

#### **Exercise 4 Being bilingual**

*Note: 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 8.*

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

#### **Fears about encouraging young children to be bilingual (max 3 marks for this section)**

- 1 delay language skills
- 2 harm intellectual growth
- 3 (become) confused in their use of language

#### **Advantages for children of being bilingual (max 2 marks for this section)**

- 4 good at focusing (on a task) / above average ability to concentrate / good concentration
- 5 ignore distractions
- 6 ignore irrelevant information
- 7 easy to interact / make friends with a wide group of children / make friends with more children  
*do not accept just 'make friends with other children'*

#### **Effects of bilingualism on the brain (max 3 marks for this section)**

- 8 helps it to focus
- 9 slows down dementia / protects (it) against diseases
- 10 keeps nerve connections healthy / increases blood AND / OR oxygen flow
- 11 changes (brain's) structure / different left side (of brain)
- 12 more active on right side (of brain)
- 13 gives it a workout

**[Total: 8]**

<b>Page 6</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2010</b>	<b>0510</b>	<b>21</b>

### Exercise 5 Deserts summary

#### Content (up to 6 marks)

- 1 World climate changing / becoming warmer AND OR drier / changing temperature
- 2 Human exploitation / human activity
- 3 Ever-growing population / more food needed
- 4 Land is not rested / land is not rotated / land is not left unplanted / continual growing of crops
- 5 Poor soil / soil unable to support plant life / soil loses its nutrients
- 6 Allowing animals to feed on plants
- 7 Trees (and shrubs) cut down (for fuel) / deforestation
- 8 Soil eroded (by wind and rain)
- 9 Growing crops requires (large amounts of) water
- 10 People are draining natural supplies of water / people are taking water from the desert /  
people are taking water from springs, oases and underground sources

#### 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]**

<b>Page 7</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2010</b>	<b>0510</b>	<b>21</b>

### Exercise 6 News from home

*Tolerate any idea of the friend having gone away, regardless of whether or not the candidate mentions another country.*

*Note: all three bullet points need to be addressed for the content to be 'satisfactory' but not all need to be developed in equal measure. Bullet points may be addressed in any order.*

### Exercise 7 Life for teenagers

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 **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.

**[Total Exercise 6: 18]**

**[Total Exercise 7: 18]**

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0510	21

**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>



Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0510	21

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. <b>Award 1 mark.</b></li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b></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. <b>Award 1 mark.</b></li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. <b>Award 0 marks.</b></li> </ul>