MARK SCHEME for the October/November 2013 series

0510 ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

0510/11   Paper 1 (Reading and Writing (core)),
maximum raw mark 70

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

IGCSE English as a Second Language Core tier Reading / Writing (Paper 1)

This component forms part of the Core tier assessment of IGCSE English as a Second Language and tests the following Assessment Objectives:

AO1: Reading
R1   understand and respond to information presented in a variety of forms
R2   select and organise material relevant to specific purposes
R3   recognise, understand and distinguish between facts, ideas and opinions

AO2: Writing
W1   communicate clearly, accurately and appropriately
W2   convey information and express opinions effectively
W3   employ and control a variety of grammatical structures
W4   demonstrate knowledge and understanding of a range of appropriate vocabulary
W5   observe conventions of paragraphing, punctuation and spelling
W6   employ appropriate register / style

Overview of exercises on Paper 1

		Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	R1	7		---	7
Exercise 2	Reading (2)	R1	11		---	11
Exercise 3	Information transfer	R1, R2	10	W1, W5	4	14
Exercise 4	Note-making	R1, R2, R3	7		---	7
Exercise 5	Summary		---	W1, W2, W3, W4, W5	5	5
Exercise 6	Writing (1)		---	W1, W2, W3, W4, W5, W6	13	13
Exercise 7	Writing (2)		---	W1, W2, W3, W4, W5, W6	13	13
						70

Exercise 1   Rickshaw Race in India

   (a) cities   **[1]**

   (b) few kilometres / few km   **[1]**

   (c) two weeks   **[1]**

   (d) teach themselves to drive vehicles / learn to drive vehicles[1]

   (e) Indian charities / Indians   **[1]**

   (f) all the permits sold in a minute / all permits sold quickly / permits sold out quickly   **[1]**

   (g) pictures of animals / pictures of tigers / pictures of elephants
       AND
       colours of police car / as police car   BOTH REQUIRED FOR ONE MARK   **[1]**

                                                    [Total: 7]

Exercise 2   Malaysian Ting-Ting Man

  (a) three / 3   **[1]**

  (b) maltose and honey   **[1]**

  (c) measure ingredients   **[1]**

  (d) ate sweets / used to pop sweets into mouth / popped sweets into mouth
      didn't brush them properly   1 MARK FOR EACH DETAIL   **[2]**

  (e) bicycle, motorbike, car   **[1]**

  (f) big orders / party   **[1]**

  (g) half a year / six months   **[1]**

  (h) 2011 AND 60RM / RM60   **[1]**

  (i) price not raised
      the cost of ingredients increased   BOTH REQUIRED FOR ONE MARK   **[1]**

  (j) show how ting-ting made / demonstration / demonstrate / demonstration area   **[1]**

                                                                     [Total: 11]

Exercise 3   Karl Anton: Inter-Schools Sports

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 underline, tick, circle, delete) must be observed with total accuracy.

Section A: School details

School name: Schiller International School

School address: Hauptweg 62, Hamburg

School email: sissport@inter.de

Full name of person completing this form: Karl Anton

Position within school: Head of Sports Department

Section B: Team details

School entry: UNDERLINE BOYS AND GIRLS

Total number of students entered: CIRCLE 51–75

Events entered: BOYS basketball, athletics, football

                                                                    GIRLS basketball, gymnastics, swimming

Section C: Accommodation details

Arrival date: 3 June 2014

Departure date: 9 June 2014

Please state your preferred accommodation: DELETE youth hostel

[Total: 10]

SECTION D   *Max. total for Section D: 4 marks*

In the space below, write <u>one</u> sentence stating how you intend to travel to the event, and <u>one</u> sentence giving the reason for your choice of accommodation.

Sentences must be written from the point of view of Karl Anton.

Sample sentence 1
I have decided that travelling by bus is the most practical means of transport.
We are travelling by bus.

Sample sentence 2
We have chosen the sports village because it is more convenient.
The sports village is more convenient.

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.
Omission of a word in a sentence should be considered as 1 grammar error.

[Total: 14]

Exercise 4   Radio telescope could detect aliens in space

NB Correct answers only apply if they are placed under the correct sub-heading (as detailed below)
Only one mark may be awarded per line.
Only mark first idea on the line and ignore the rest, even if second idea is correct
Add the correct answers (i.e. total of ticks) to give a total out of 7.
Remember that this exercise is marked for content (reading) not language.

Technical features of the radio telescope   *(max 2 marks this heading)*
powerful enough to detect distant transmissions

- 3000 radio dishes and antennae / radio dishes and antennae linked

- much more sensitive / thousands of times more sensitive

- much more data than internet / 100 times more data than internet

Main tasks of the telescope   *(max 3 marks this heading)*

- detect aliens

- map universe / show positions of more than a billion galaxies

- understand dark energy / understand force that makes universe expand

- pick up faint radiation / gather radiation produced 13 billion years ago / gather old radiation

Rules for the construction site   *(max 2 marks this heading)*

- southern hemisphere

- free from radio interference

- no masts for 50 years

[Total: 7]

Exercise 5   Laughter: 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 80 words, as specified in the question. Candidates will not be assessed on anything they have written after this limit.
A maximum of 4 marks can be awarded for any response which exceeds 80 words.

Language: (up to 5 marks)

0 marks: no understanding of the task / no relevant content / meaning completely obscure due to serious language inaccuracies

1 mark: copying without discrimination from text / multiple language inaccuracies

2 marks: heavy reliance on language from the text with no attempt to organise and sequence points cohesively / limited language expression making meaning at times unclear

3 marks: some reliance on language from the text, but with an attempt to organise and sequence points cohesively / language satisfactory, but with some inaccuracies

4 marks: good attempt to use own words and to organise and sequence points cohesively / generally good control of language

5 marks: good, concise summary style / very good attempt to use own words and to organise and sequence points cohesively

[Total: 5]

Exercise 6: Surprise event for family member

Exercise 7: Internet shopping

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

- Award the answer a mark for **content (C)** [out of 7] and a mark for **language (L)** [out of 6] 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. The language mark is likely to be affected and is unlikely to be more than one band higher than the content mark.

- 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: 13]

[Total Exercise 7: 13]

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)
6–7	**Effective**: ***Relevance***: Fulfils the task, with appropriate register and a good sense of purpose and audience. *Award 7 marks.* Fulfils the task, with appropriate register and some sense of purpose and audience. *Award 6 marks.* ***Development of ideas***: Ideas are developed at appropriate length. Engages reader's interest.	6	**Competent**: ***Style***: Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. *Award 6 marks.* ***Accuracy***: Generally accurate with frustrating errors. Appropriate use of paragraphing. *Award 6 marks.*
4–5	**Largely relevant**: ***Relevance***: Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions. *Award 5 marks.* Does not quite fulfil the task although there are some positive qualities. There may be digressions. *Award 4 marks.* ***Development of ideas***: Material is satisfactorily developed at appropriate length.	4–5	**Satisfactory**: ***Style***: Mainly simple structures and vocabulary but sometimes attempting a wider range of language. *Award 5 marks.* Mainly simple structures and vocabulary. *Award 4 marks.* ***Accuracy***: Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence. *Award 5 marks.* Meaning is generally clear. Simple structures are usually sound. Errors do not interfere with communication. Paragraphs are used but without coherence or unity. *Award 4 marks.*

2–3	**Partly relevant:** ***Relevance*:** Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. *Award 3 marks.* Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. *Award 2 marks.* ***Development of ideas*:** Supplies some detail but the effect is incomplete and repetitive.	2–3	**Errors intrude:** ***Style*:** Simple structures and vocabulary. ***Accuracy*:** Meaning is sometimes in doubt. Frequent errors do not seriously impair communication. *Award 3 marks.* Meaning is often in doubt. Frequent, distracting errors which slow down reading. *Award 2 marks.*
0–1	**Little relevance:** Very 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	**Hard to understand:** Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. *Award 1 mark.* Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. *Award 0 marks.*