MARK SCHEME for the October/November 2013 series

0510 ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

0510/13   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   Beauty blogs

   (a) discussion sites / blogs / online / the internet   **[1]**

   (b) popular among fashion designers / bought by fashion designers / highly valued   **[1]**

   (c) illustrate with moving images   **[1]**

   (d) women wearing men's perfumes   **[1]**

   (e) journalists AND advertisers   BOTH NEEDED   **[1]**

   (f) becoming essential reading / 40,000 hits per month / awarded
                                      ANY TWO FROM THREE   **[1]**

   (g) by contributing their own ideas   **[1]**

                                                               [Total: 7]

Exercise 2   Coffee

(a) coffee cherries   **[1]**

(b) lively behaviour of goats / behaviour of goats after eating berries   **[1]**

(c) play chess / gossip / enjoy music / socialise / do business / work   ANY TWO   **[1]**

(d) coffee very expensive / made it very expensive
AND
only a few people could afford to go to coffee houses   BOTH NEEDED   **[1]**

(e) traders brought it in 1615   **[1]**

(f) opened in 1720 and still open today / has been open a long time   **[1]**

(g) a new café culture developed
AND
quality of coffee improved / quality of the drink improved   **[2]**

(h) Switzerland, 7kg per person   **[1]**

(i) one of the most valuable natural resources / provides employment for millions of people / in
some countries coffee (exports) provides more than half the foreign exchange earnings
ONE MARK EACH. MAXIMUM OF TWO MARKS   **[2]**

[Total: 11]

Exercise 3   Anniversary Message Card Application 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 underline, tick, circle, delete) must be observed with total accuracy.

Section A: Details of person completing the form

Name: Peter Donaldson

Address: 94 Raleigh Gardens, Bristol BS1 5AE

Contact telephone number: 07928376498

Relationship to anniversary couple: grandson

Section B: Anniversary details

Is the anniversary couple aware of this application?   DELETE YES

Type of anniversary: CIRCLE Diamond

Full names of anniversary couple: (Mr) Geoffrey Phillips and (Mrs) Beryl Phillips

Marriage date: August 26 1954

Place of marriage: Wickham

Have you got a copy of the original marriage certificate?   Tick NO

[Total: 10]

Section C   *Max. total for Section C: 4 marks*

In the space below, write <u>one</u> sentence explaining why you want to order this message, and <u>one</u> sentence about any concerns you may have.

Sentences must be written from the point of view of Peter.

Sentence 1   My grandparents love the royal family and will be delighted to receive a message from the Queen.

Sentence 2   I'm worried because my grandparents have been living abroad and may not be eligible.

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

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

1 mark: accurate 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 grammatically accurate 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   Laughter

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.

Possible evidence that animals laugh   *(max 3 marks this heading)*

- chimps make a panting noise / chimps play-panting

- dogs breathing noises / dogs play panting

- rats make ultrasonic chirps

Emotional benefits of laughter   *(max 2 marks this heading)*

- babies get a lot of attention and love

- stay positive

- improve the way we respond to situations

- reduces stress

- good for mental health

- creates strong communities / brings people together

Physical benefits of laughter   *(max 2 marks this heading)*

- relieves pain / makes more comfortable

- increases blood flow

- increases antibodies / stronger immune system

[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: Family Holiday

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**:	2–3	**Errors intrude**:
	Relevance:		*Style*:
	Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. *Award 3 marks.*		Simple structures and vocabulary.
			Accuracy:
	Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. *Award 2 marks*.		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.*
	Development of ideas: Supplies some detail but the effect is incomplete and repetitive.		
0–1	**Little relevance**:	0–1	**Hard to understand**:
	Very limited engagement with task, but this is mostly hidden by density of error. *Award 1 mark.*		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.*
	No engagement with the task or any engagement with task is completely hidden by density of error. *Award 0 marks.*		Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. *Award 0 marks.*
	If essay is completely irrelevant, no mark can be given for language.		