

**MARK SCHEME for the October/November 2013 series**

**0510 ENGLISH AS A SECOND LANGUAGE  
(ORAL ENDORSEMENT)**

**0510/23** Paper 2 (Reading and Writing – Extended),  
maximum raw mark 90

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.

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### IGCSE English as a Second Language Extended tier Reading/Writing (Paper 2)

This component forms part of the Extended 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
- R4 infer information from texts

#### 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 2

		<b>Reading objectives tested</b>	<b>Marks for reading objectives</b>	<b>Writing objectives tested</b>	<b>Marks for writing objectives</b>	<b>Total available marks</b>
Exercise 1	Reading (1)	R1	9		---	<b>9</b>
Exercise 2	Reading (2)	R1	15		---	<b>15</b>
Exercise 3	Information transfer	R1, R2	6	W1, W5	2	<b>8</b>
Exercise 4	Note-making	R1, R2, R3	9		---	<b>9</b>
Exercise 5	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5	5	<b>11</b>
Exercise 6	Writing (1)		---	W1, W2, W3, W4, W5, W6	19	<b>19</b>
Exercise 7	Writing (2)		---	W1, W2, W3, W4, W5, W6	19	<b>19</b>
						<b>90</b>

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**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) it has a broad range of topics/it is about perfume, food and travel/it is about fragrances and other related topics [1]
- (e) women wearing men's perfume [1]
- (f) journalists AND advertisers BOTH NEEDED [1]
- (g) becoming essential reading/40 000 hits per month/awarded ANY TWO FROM THREE [1]
- (h) by contributing their own ideas [1]
- (i) how ideas are changing about men's use of beauty products [1]

**[Total: 9]**

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## 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]  
do not accept 'drink coffee'
- (d) coffee very expensive/made it very expensive AND 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) new café culture AND quality of coffee improved OR quality of drink improved [1]  
do not accept 'quality of drink improved'
- (h) Switzerland, 7kg per person [1]
- (i) one of the most valuable natural resources/  
provides employment for millions of people/  
in some countries coffee provides more than half the foreign exchange earnings  
ONE MARK EACH, MAX TWO MARKS [2]
- (j) help priests stay awake for prayer/spiritual reasons  
medicine  
prevents bad breath  
takes away smell of garlic from hands [4]

**[Total: 15]**

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### Exercise 3 Application Form for Financial Support

*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 and underline) must be observed with total accuracy.*

#### Section A: Organisation details

Name of organisation: School Council/Meadow International School

Address: PO Box 267, Dubai, United Arab Emirates/  
UAE

Type of organisation: CIRCLE educational

Main contact person: Bagwis Reye

Email: meadowsch@emirates.net.ae

#### Section B: Project details

Project name: Global Village Cookery Club

Which of the following best describes your project? (please tick one)

Tick: Cookery Club – Establish a new club

Do you have a venue in which to carry out your project? DELETE NO

Who will be in charge of the activity? Mr Das/Head of Food Technology

Where did you find out about this financial support? newspaper

#### Section C: Financial details

How much money are you requesting initially? 6000 dirhams

How will this activity be funded in the future? owner of the school

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

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### **Section D: Further information**

In the space below, write **one** sentence of between 12 and 20 words, explaining the benefits of your proposed activity.

The sentence must be written in the first person.

Example sentences:

We will be able to learn to cook and we will learn more about other countries.

It will give us a chance to learn about foreign cooking and our parents can get involved with school activities.

For the sentence, award up to 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.***

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

**[Total: 8]**

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#### **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.*

*Add the correct answers (i.e. total of ticks) to give a total out of 9.*

*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 4 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: 9]**

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### Exercise 5 Plastic Clothes

*A maximum of 4 marks for language can be awarded for any response which exceeds 120 words.*

#### Content (up to 6 marks)

- reduces problem of plastic bottles taking hundreds of years to disintegrate
- reduces plastic in the ocean/reduces the deaths of millions of sea creatures
- material is more durable/ideal for adventure, leisure and casual purposes
- material is better than cotton in texture/feel
- price is competitive when compared with cotton
- reduces environmental impact/reduces use of pesticides
- uses less water than producing cotton
- you can make all kinds of clothes/you can make all kinds of cloth
- customers can take clothes back to the company for recycling.

#### 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

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### 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 10] 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 **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: 19]**

**[Total Exercise 7: 19]**

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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)
8–9–10	<p><b>Highly effective:</b></p> <p><b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. <b>Award 10 marks.</b></p> <p>Fulfils the task, with consistently appropriate register and very good sense of purpose and audience. <b>Award 8/9 marks.</b></p> <p><b>Development of ideas:</b> Original, well-developed ideas. Quality is sustained. Outstanding. <b>Award 10 marks.</b></p> <p>Shows some independence of thought. Ideas are well developed, at appropriate length and convincing. The interest of the reader is sustained. <b>Award 9 marks.</b></p> <p>Ideas are well developed and at appropriate length. Enjoyable to read. <b>Award 8 marks.</b></p>	8–9	<p><b>Precise:</b></p> <p><b>Style:</b> Ease of style. Confident and wide-ranging use of language, idiom and tenses. <b>Award 9 marks.</b></p> <p>A range of language, idiom and tenses. <b>Award 8 marks.</b></p> <p><b>Accuracy:</b> Well-constructed and linked paragraphs with very few errors of any kind.</p>

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

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<p>2–3</p>	<p><b>Partly relevant:</b></p> <p><b>Relevance:</b> Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and/or audience. <b>Award 3 marks.</b></p> <p>Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and/or audience. <b>Award 2 marks.</b></p> <p><b>Development of ideas:</b> Supplies some detail but the effect is incomplete and repetitive.</p>	<p>2–3</p>	<p><b>Errors intrude:</b></p> <p><b>Style:</b> Simple structures and vocabulary.</p> <p><b>Accuracy:</b> Meaning is sometimes in doubt. Frequent errors do not seriously impair communication. <b>Award 3 marks.</b></p> <p>Meaning is often in doubt. Frequent, distracting errors which slow down reading. <b>Award 2 marks.</b></p>
<p>0–1</p>	<p><b>Little relevance:</b></p> <p>Very limited engagement with task, but this is mostly hidden by density of error. <b>Award 1 mark.</b></p> <p>No engagement with the task or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b></p> <p>If essay is completely irrelevant, no mark can be given for language.</p>	<p>0–1</p>	<p><b>Hard to understand:</b></p> <p>Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. <b>Award 1 mark.</b></p> <p>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. <b>Award 0 marks.</b></p>