

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Specimen for 2006

IGCSE

MARK SCHEME

MAXIMUM MARK: 56

SYLLABUS/COMPONENT: 0510

English as a Second Language
(Reading and Writing – Core)
Paper 1

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Exercise 1: Mlilwane Wildlife Sanctuary

- (a) horse(s)/horse-riding [1]
 (b) (at least) 1½ hours in advance [1]
 (c) Execution Rock [1]
 (d) if there are varying degrees of experience/experienced and beginners mixed together [1]
 (e) dinner and breakfast [1]
 (f) it crosses over an uninhabited area/the mountains are uninhabited [1]

Max total for exercise: 6

Exercise 2: China: 21st Century Superpower

- (a) with (an energetic) exercise (routine) [1]
 (b) (they use sophisticated) robotic machinery/shorter hours/better salary/more managers
any two [2]
 (c) (China) to become number one economic superpower/China's future promising [1]
 (d) motorcycle wheels [1]
 (e) toys/shoes/clothing/TVs/DVDs/mobiles **any three** [1]
 (f) *tick and number the points below. Award 1 mark for each point up to a maximum of 4*
- 1 workers attend classes about team work
 - 2 workers dedicated
 - 3 work long hours
 - 4 low salaries
 - 5 large workforce
 - 6 competitive
 - 7 workers are hard-working & flexible
 - 8 value of Chinese goods and services growing fast [4]

Max total for exercise: 10

Exercise 3: Environment Club

Full name: MARINA FERNANDEZ [1]
 Age: 16 [1]
 Address: 34 VIA SAN PEDRO, MADRID [1]
 Phone: 3924875 [1]
 Email: MARINAF@MADRIDONLINE.NET [1]

Previous experience with the Environment Club:

In charge of school's environment club/organises regular meetings/day trips to countryside outside Madrid [2]

Suggestions for the club:

Club should have a committee/different students doing different things/teachers and parents should be more involved/help raise money for activities **(any two)** [2]

Days NOT available to help: *Weekdays OR Monday-Friday* [1]

Other days/times when available: *School break-times OR Monday-Friday break-times/Saturday and Sunday* [1]

Name and position of referee: *Ms Rosanna Del Rio, English teacher* [1]

Add the marks for the elements above, and then halve them (rounding up) to give a score out of 6. Then add this score to the marks awarded for the two sentences.

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Sentence 1

Candidates are expected to write a sentence confirming that Mrs Rosanna Del Rio, English teacher, supports the application. This should be in the first person.

2 marks: proper sentence construction: correct spelling and punctuation: gives the information asked for

1 mark: proper sentence construction: 1-3 errors of spelling and/or punctuation without obscuring meaning; gives the information asked for

0 marks: more than 3 errors of punctuation and/or spelling; and/or does not give information asked for; and/or not a proper sentence; and/or meaning obscure

Sentence 2

Candidates may write a sentence confirming interest in the environment or affirming past experience or plans for the club. This should be in the first person.

2 marks: proper sentence construction: correct spelling and punctuation: gives the information asked for

1 mark: proper sentence construction: 1-3 errors of spelling and/or punctuation without obscuring meaning; gives the information asked for

0 marks: more than 3 errors of punctuation and/or spelling; and/or does not give information asked for; and/or not a proper sentence; and/or meaning obscure

Max total for exercise: 10

Exercise 4: Surviving a hotel fire

Tick and number the content points below up to a maximum of 6 marks (2 marks per heading). This exercise is marked for reading (content) not language.

(a) Check the exits

- *check all possible escape routes*
- *never use lifts*
- *count doors between room and exit*
- *locate nearest fire exit*

(b) Check your room

- *stay in room*
- *make sure you know where room key is*
- *check the windows*
- *look outside windows for an escape route*

(c) Fire in your room

- *report a fire immediately*
- *use telephone or fire alarm*
- *leave the room if you can't put out fire*
- *close the door*
- *don't pack clothes*

Max total for exercise: 6

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Exercise 5: Summary

This exercise is marked for language, not content, but if the content is entirely irrelevant to the task, a mark of zero should be awarded.

Count words and do not mark anything exceeding 70 words, as specified in the question.

Candidates will not be marked on anything they write beyond this limit, but will not be penalised per se for exceeding it.

- 0 meaning obscure because of density of language problems and serious problems with expression/nothing of relevance
- 1 expression weak/reliance on lifting from the passage
- 2 expression weak/reliance on copying out the notes, but some sense of order
- 3 expression good, with attempts to group and sequence ideas in own words
- 4 expression very good: clear, orderly grouping and sequencing, largely own words

Max total for exercise: 4

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Exercise 6: Writing 1 Movie competition article

Exercise 7: Writing 2 Letter to Headteacher

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

- Award the answer a mark for **content** (C) and a mark for **language** (L). Write C and the mark + L and the mark = ringed total.
- Award the answer a mark for **content** (C) [out of 5] and a mark for **language** (L) [out of 5] in accordance with the General Criteria table that follows. Write C and the mark + L and the mark = ringed total [out of 10].
- **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. You then have to 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 **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 are available.

Max. total for Exercise 6: 10 marks

Max. total for Exercise 7: 10 marks

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GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 1 – CORE TIER)

Mark band	CONTENT: relevance and development of ideas	Mark band	LANGUAGE: style and accuracy
4-5	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: 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. • Development of ideas: Material is satisfactorily developed at appropriate length. 	4-5	<p>Safe:</p> <ul style="list-style-type: none"> • Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • Accuracy: 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.
2-3	<p>Partly relevant:</p> <ul style="list-style-type: none"> • Relevance: 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. • Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. 	2-3	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: 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.
0-1	<p>Little relevance:</p> <ul style="list-style-type: none"> • 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. <p>N.B: If essay is completely irrelevant, no mark can be given for Language.</p>	0-1	<p>Hard to understand:</p> <ul style="list-style-type: none"> • 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. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks.