

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Specimen for 2006

IGCSE

MARK SCHEME

MAXIMUM MARK: 84

SYLLABUS/COMPONENT: 0510

English as a Second Language
(Reading and Writing - Extended)
Paper 2

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- (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]
- (g) washroom and horse shelter [1]
- (h) when horses are (being) rested [1]

Max total for exercise: 8

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 **1 mark for any three** [2]
- (f) 10% [1]
- (g) *tick and number the points below. Award 1 mark for each point up to a maximum of 6:*

- 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 and flexible
- 8 value of Chinese goods and services growing fast [6]

Max total for exercise: 14

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Exercise 3: Holiday Booking Form

Family name (block capitals please): <i>AL JAFFRI</i>	[1]
Names of adults: <i>Mohammed, Mustafa, Keifa</i>	[1]
Names & ages of children (16 years and under): <i>Khalida</i>	[1]
Address: <i>36 Pyramid Street, Agouza, Cairo</i>	[1]
Home telephone: <i>3928756189</i>	[1]
Other telephone/s: (<i>mobile</i>) <i>491946194</i>	[1]
Email: <i>mmkk@egyptmail.net</i>	
When can you go on holiday? (please tick dates when available)	
July week 1 <input type="checkbox"/> July week 2 <input type="checkbox"/> July week 3 <input type="checkbox"/> July week 4 <input type="checkbox"/>	
August week 1 <input type="checkbox"/> August week 2 <input type="checkbox"/> August week 3 <input checked="" type="checkbox"/> August week 4 <input checked="" type="checkbox"/>	[1]
Number of rooms required: <i>2</i>	[1]
Meal programme required (please tick meals required):	
WEEK 1 breakfast <input checked="" type="checkbox"/> lunch <input type="checkbox"/> dinner <input checked="" type="checkbox"/>	
WEEK 2 breakfast <input checked="" type="checkbox"/> lunch <input checked="" type="checkbox"/> dinner <input checked="" type="checkbox"/>	[1]
Special requests for food: <i>no food with milk (for Keifa)</i>	
Facilities required (please tick):	
swimming pool <input checked="" type="checkbox"/> tennis <input checked="" type="checkbox"/> volleyball <input type="checkbox"/> horseriding <input checked="" type="checkbox"/>	[1]
Other facilities required (please list): <i>business centre, watersports, squash</i>	[1]
Do you want to rent a car? <input checked="" type="radio"/> YES / NO (please circle) Number of drivers: <i>1</i>	[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 sentence.

Sentence 1

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

1 mark: no fewer than 12 and no more than 20 words; proper sentence construction; 1-3 errors of spelling and/or punctuation without obscuring meaning; relevant to context

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

Max total for exercise: 8

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Exercise 4: Chocolate

Tick and number the content points below. Each distinct point carries 1 mark. Up to 2 marks may be awarded for section (a), up to 4 marks for section (b) and up to 2 marks for section (c).

(a) History

- *discovered by Olmec Indians/Mayas/Aztecs 2700 years ago*
- *hundreds of years before milk added*
- *1876 cocoa butter added*

(b) Contents of chocolate

- *cocoa powder/cacao beans*
- *milk*
- *cocoa butter*
- *catechins*
- *biological components*
- *magnesium*
- *sugar*

(c) Benefits

- *protects heart*
- *makes you feel happy/not depressed*
- *gives energy*

Exercise 5: Summary

Count words and do not mark anything exceeding 100 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.

Content: up to 6 marks

Physical benefits of water for humans

(1 mark for each point up to a maximum of 6)

- 1 *water in body regulates body temperature*
- 2 *ice can reduce body pain*
- 3 *hot water reduces swelling/inflammation*
- 4 *gives non-impact exercise*
- 5 *warm water relieves pain/helps muscles relax*
- 6 *gives children freedom of movement*
- 7 *swimming helps to keep blood pressure, breathing & diabetes under control*
- 8 *walking in water strengthens leg muscles*

Language: up to 4 marks

- 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*

Add content and language marks to get a mark out of 10.

Max total for exercise: 10

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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) [out of 9] and a mark for **language** (L) [out of 9] in accordance with the General Criteria table that follows. Write C and the mark + L and the mark = ringed total [out of 18].
- **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 one of the top three mark bands. 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 one of the top three mark bands. 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: 18 marks
Max total for Exercise 7: 18 marks

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GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 2)

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>Highly effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: 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. 	8-9	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • Accuracy: None or very few errors. Well-constructed and linked paragraphs.
6-7	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	6-7	<p>Precise:</p> <ul style="list-style-type: none"> • Style: 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. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
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.

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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. If essay is completely irrelevant, no mark can be given for language. 	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.