

**MARK SCHEME for the May/June 2010 question paper  
for the guidance of teachers**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/21**

Paper 21 (Reading and Writing – Extended),  
maximum raw mark 84

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 must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

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**Exercise 1: The Variety of Singapore**

- (a) (in) 1965
  - (b) how people lived (in the past two centuries) AND models of street scenes  
BOTH FOR ONE MARK [1]
  - (c) antiques AND medicinal herbs  
BOTH FOR ONE MARK [1]
  - (d) superb view (across the harbour) [1]
  - (e) Singapore's best kept secret/(lush) tropical island/dense forest/15 minute boat ride/makes a perfect day out  
ANY TWO FOR ONE MARK EACH [2]
  - (f) light/cotton items AND comfortable shoes  
BOTH FOR ONE MARK [1]
  - (g) pay a fine/pay \$20 (on the spot) [1]
- [Total: 8]**

**Exercise 2: The Dabbawallahs of Mumbai, India**

- (a) deliver lunch boxes (or dabbahs) to office workers (or workplaces) [1]
- (b) female occupants (or relatives) of homes [1]
- (c) trains AND bikes  
BOTH FOR ONE MARK [1]
- (d) salary/health care/education for (their) children  
TWO FROM THREE FOR ONE MARK [1]
- (e) 1950 = 50 (%) 2010 = 80 (%)  
BOTH FOR ONE MARK [1]
- (f) different religions have different diets [1]
- (g) (their) business is (so) efficient [1]
- (h) offers traditional, home-made food  
cheaper  
ONE MARK FOR EACH ANSWER [2]
- (i) collect empty containers (or boxes or dabbahs) [1]

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- (j) Tick points (up to a maximum of four)
- 1 text messages/texting
  - 2 ordering (the delivery) online
  - 3 (own) website
  - 4 (establish an) internet shop
  - 5 methods of transport

[4]

**[Total: 14]**

### Exercise 3: Delightful Interiors – Order Form

*Note: correct spelling is essential for the form-filling exercise.*

*Capital letters for proper names.*

#### SECTION A: CUSTOMER AND DELIVERY DETAILS

- Customer name: Antonia Bartolomeo [1]
- Contact telephone number: 830418677 [1]
- Customer account number: 8735910 [1]
- Change of address box: LEAVE BLANK [1]

#### Delivery details

- Full name: Barbara Jackson [1]
- Full address (including country): 16 Beach Drive, Sydney, Australia [1]

#### SECTION B: CATALOGUE AND PAYMENT DETAILS

- Description of item: Ceramic vase Colour: white (BOTH FOR ONE MARK) [1]
- Catalogue no: C672V [1]
- Price per item: 65 Australian dollars / A\$65 [1]
- How many required: CIRCLE "1" [1]
- Total price (including package and delivery): 75 Australian dollars / A\$75 [1]
- How do you wish to pay? Customer account card [1]

[12 divided by 2 = 6]

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**SECTION C**

**The sentence must be written in the first person.**

It is expected that the candidates will write a sentence which will contain relevant information. For example:

My mother needs vases for all the flowers that she has picked from the garden.  
My mother has many glass ornaments so a ceramic vase would be a nice surprise.  
It's my mother's birthday and I need to send her a gift.  
I need to send a gift and a ceramic vase would be a nice surprise.

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 and/or spelling and/or grammar that do not obscure meaning; relevant to context.
- 0 marks:** more than 3 errors of punctuation and/or spelling and/or grammar; AND/OR irrelevant to context, AND/OR not a proper sentence; AND/OR fewer than 12 or more than 20 words.

**[Total: 8]**

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### Exercise 4: Space Cuisine

NB correct responses only apply if they are placed under the correct sub-heading (as detailed below).  
Add the correct answers to give a total out of 8.  
Remember that this exercise is marked for content (reading), not language.

#### Physical changes to astronauts caused by lack of gravity (max. 2 marks for this section)

- 1 sense of smell reduced
- 2 weightlessness
- 3 liquids moving up inside the body
- 4 blocked nasal passages (or noses)

#### Special requirements for food in space (max. 3 marks for this section)

- 5 special dough-based bread (or sandwich or food) which does not break (into small bits)/moist food that sticks together
- 6 salt and pepper in liquid form
- 7 pre-sliced tomatoes
- 8 sharp flavour

#### Challenges for the voyage to Mars (max. 3 marks for this section)

- 9 food needs a 5 year shelf-life/timeline is long/great distances
- 10 unpredictable weather
- 11 mechanical problems
- 12 new kinds of packaging
- 13 (prevention of) bacterial growth/(lessen) water activity

[Total: 8]

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**Exercise 5: Social networking sites: Summary**

Award maximum of 6 marks for content and maximum of 4 marks for language.

Do not award language marks if there is no content to reward.

**Content (up to 6 marks)**

Main criticisms of social networking sites:

- 1 employees spend too much time on network sites/reduction in effort/productivity in workplaces
- 2 impossible to break away/could become addicted
- 3 reduce real life relationships
- 4 (physical) health will suffer
- 5 personal links and close communities might disappear
- 6 less physical contact/fewer handshakes and hugs
- 7 dangers of offering private details to complete strangers/not knowing exactly who they are inviting into their lives
- 8 people will become bored with the sites (or new technologies)

**Language (up to 4 marks)**

- 0 marks:** meaning obscure because of density of language errors and serious problems with expression/nothing of relevance
- 1 mark:** expression weak/reliance on lifting without discrimination
- 2 marks:** expression limited/some reliance on lifting from the original, but some sense of order
- 3 marks:** expression good, with attempts to group and sequence ideas in own words
- 4 marks:** expression very good; clear, orderly grouping and sequencing largely in own words

**[Total: 10]**

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### Exercise 6: Interesting item discovery

### Exercise 7: Fashionable clothes

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

- **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.
- 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: 18]

[Total Exercise 7: 18]

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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	<p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> 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.</li> </ul>	8–9	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> No or very few errors. Well-constructed and linked paragraphs.</li> </ul>
6–7	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	6–7	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> 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.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>
4–5	<p><b>Satisfactory:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> 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.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	4–5	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>• <b>Accuracy:</b> 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.</li> </ul>

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2–3	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> 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.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	2–3	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Simple structures and vocabulary.</li> <li>• <b>Accuracy:</b> Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communication.</li> </ul>
0–1	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>• Limited engagement with task, but this is mostly hidden by density of error. <b>Award 1 mark.</b></li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b></li> </ul> <p>If essay is completely irrelevant, no mark can be given for language.</p>	0–1	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• 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></li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. <b>Award 0 marks.</b></li> </ul>