

**MARK SCHEME for the May/June 2012 question paper  
for the guidance of teachers**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/12**

Paper 1 (Reading and Writing – Core),  
maximum raw mark 56

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.

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

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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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**

		<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	6		---	<b>6</b>
Exercise 2	Reading (2)	R1	10		---	<b>10</b>
Exercise 3	Information transfer	R1, R2	6	W1, W5	4	<b>10</b>
Exercise 4	Note-making	R1, R2, R3	6		---	<b>6</b>
Exercise 5	Summary		---	W1, W2, W3, W4, W5	4	<b>4</b>
Exercise 6	Writing (1)		---	W1, W2, W3, W4, W5, W6	10	<b>10</b>
Exercise 7	Writing (2)		---	W1, W2, W3, W4, W5, W6	10	<b>10</b>
						<b>56</b>

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**Exercise 1 WHEN IN PALERMO, BUENOS AIRES**

- (a) park(s) AND museum(s) BOTH NEEDED [1]
- (b) pavement(s) [1]
- (c) ladies' head-dresses AND fossils of armadillos [1]
- (d) temple [1]
- (e) volunteers AND feed / look after [1]
- (f) less than ten dollars [1]

**Max total for exercise 1: 6 marks**

**Exercise 2 WORK, REST AND PLAY**

- (a) relaxing / not working [1]
- (b) cheap accommodation / cheap food [1]
- (c) trainers unsuitable / no trainers / shoes OR boots suitable for outdoor work / the bold type [1]
- (d) give the trees room / plant more trees [1]
- (e) it's a charity / no money from the government / work wouldn't be done [1]
- (f) over 65(s) / 65 and above / pensioners [1]
- (g) free holiday [1]
- (h) able to work at own pace / free to work at own pace [1]
- (i) cataloguing books [1]
- (j) cold / temperature of room [1]

**Max total for exercise 2: 10 marks**

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### Exercise 3 CHURCHILL FOUNDATION SCHOLARSHIPS 2013: 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 tick, circle, delete) must be observed with total accuracy.*

#### Section A Personal details

Full name: Rubina Afzal Age: 17

Home address: 67 Ataturk Avenue, Islamabad (Pakistan)

Name of school: Beaconsfield Academy

Address of school: 40-44 Murree Road, Rawalpindi (Pakistan)

#### Section B Academic details

Subjects being studied for final examinations: English French Economics History

How many A grades are predicted for you by your school? TICK 3

Give the name of any competitions you have won:  
(t/The) Cambridge International Schools' (c/Competition)

Which university will you apply to? SOAS / School of Oriental and African Studies / University of London

Which degree course do you want to take? Development Economics

#### Section C Administrative details

Who will pay your travel expenses (please circle)? CIRCLE Parent

Name and occupation of your academic referee: (Mrs) Shaheen Talaat  
s/School Principal

Name and occupation of your character referee: (Dr) Aftab Saleemi  
l/Lecturer (at Reading University)

*Max. total for Sections A to C: 6 marks*

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## Section D

*Max. total for Section D: 4 marks*

In the space below, write **one** sentence giving your reason for choosing your particular university course, and **one** sentence about the career you would like to follow.

Sentence 1 and 2 must be written from the point of view of Rubina Afzal.

**Sentence 1:** it is expected the candidate will write one sentence explaining that SOAS offers a course that allows her to specialise in South Asian countries.

**Example sentence 1:** This course allows me to specialise in the economies of South Asian countries.

**Sentence 2:** it is expected the candidate will write one sentence stating she wants to work either in the Pakistan Government service or join an international aid agency.

**Example sentence 2:** I would like to follow my father into the Pakistan Government service.

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

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

**1 mark:** proper 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 proper 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.***

***Max total for exercise 3: 10 marks***

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#### **Exercise 4 GAME ON**

*Correct responses 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 to give a total out of 6.*

*Remember that this exercise is marked for content (reading) not language.*

#### **The children's behaviour before they were coached** (max 3 marks for this section)

1. didn't know had to kick ball / picked up ball / ran away with ball / didn't know what to do
2. tried to hit ball with hand / punch ball with fists
3. let ball strike them
4. refused to play

#### **The teacher's improved coaching after the training course** (max 3 marks for this section)

5. knows how to deal with young players / doesn't shout / doesn't raise voice / walks over to children and speaks to them
6. better organised / lists all activities
7. knows what activities to give / knows what training skills to use / knows what to do at each stage
8. focuses on enjoyment / involves everyone / interactive
9. gets players to lead / focuses on individuals

**Max total for exercise 4: 6 marks**

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### **Exercise 5 GAME ON: 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 70 words, as specified in the question. Candidates will not be assessed on anything they have written after this limit, but will not be penalised per se for exceeding it.*

- 0 meaning obscure because of density of language errors and serious problems with expression / nothing of relevance
- 1 expression weak / reliance on lifting from the passage
- 2 expression limited / 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 5: 4 marks**

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### Exercise 6 HOLIDAY JOB

### Exercise 7 SELL SCHOOL SPORTS FIELDS

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

- 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.
- **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.
- 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.

**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 (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)
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>
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. Paragraphs absent or inconsistent.</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> If essay is completely irrelevant, no mark can be given for language.</li> </ul>	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. Paragraphs absent or inconsistent. <b>Award 1 mark.</b></li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. <b>Award 0 marks.</b></li> </ul>