



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE

0510/12

Paper 1 Reading and Writing (Core)

October/November 2017

MARK SCHEME

Maximum Mark: 70

Published

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IGCSE English as a Second Language Core tier Reading/Writing (Paper 1)

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 identify and retrieve facts and details
- R2 understand and select relevant information
- R3 recognise, understand ideas, opinions and attitudes and the connections between the related ideas
- R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

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

		Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	R1 R2	7		–	7
Exercise 2	Reading (2)	R1 R2 R4	11		–	11
Exercise 3	Information transfer	R1, R2	10	W1, W5	4	14
Exercise 4	Note-making	R1, R2, R3	7		–	7
Exercise 5	Summary		–	W1, W2, W3, W4, W5	5	5
Exercise 6	Writing (1)		–	W1, W2, W3, W4, W5, W6	13	13
Exercise 7	Writing (2)		–	W1, W2, W3, W4, W5, W6	13	13
						70

Exercise 1: Spring traditions around the world

Question	Answer	Marks
1(a)	cleaning and (re)painting / cleaning / (re)painting /making it well-presented	1
1(b)	gifts of money	1
1(c)	<u>arrival of</u> (warm) sun	1
1(d)	tropical islands / islands in the south / the south	1
1(e)	(24-hour) news reports / (24-hour) news updates / 24-hour news	1
1(f)	Younger: end of school year Older: hope for a new start ONE MARK FOR EACH CORRECT DETAIL	2

Exercise 2: Lost and Found

Question	Answer	Marks
2(a)	shells / fossils	1
2(b)	Singapore Rose	1
2(c)	hit a rough wave turned on its side containers fell overboard / containers fell into the sea ONE MARK FOR EACH CORRECT DETAIL – MAXIMUM TWO	2
2(d)	(local) schoolchildren	1
2(e)	octopus(es)	1
2(f)	after a (bad) storm / when there is a (bad) storm	1
2(g)	life jackets AND ship sails BOTH REQUIRED FOR ONE MARK	1
2(h)	plastic takes centuries to degrade <i>accept alternative wording for 'centuries', i.e. a long time'</i> AND threat to marine (wild) life / plastic in the ocean is a threat to wildlife ONE MARK FOR EACH CORRECT DETAIL	2
2(i)	53	1

Exercise 3: Gymnastics Club Application Form

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

Upper case letters required at the start of proper nouns. It is acceptable for individual responses to be completed entirely in capitals. Accept any clear indication of the correct answer requiring a tick, circle or underline.

Question	Answer	Marks
3	Section A: Personal details	
	Full name: <u>A</u>gustin <u>B</u>olivar	1
	Address: <u>A</u>venida de <u>N</u>orvega 15 <u>E</u>lche 0321 (<u>S</u>pain)	1
	Age: 16 / sixteen / 16 years old / 16 years	1
	Email: agbol@mymail.com	1
	Section B: Experience	
	If you have you done gymnastics before, indicate for how long: CIRCLE 3–4 years	1
	Give details of any achievements in gymnastics: national champion (in a competition in <u>L</u>ondon)	1
	Section C: Club Details	
	On which day would you like to attend the club? <u>W</u>ednesday	1
	How would you like to pay the fees? DELETE monthly	1
	Full name and contact details of a responsible adult: <u>R</u>amona <u>S</u>anchez (<u>B</u>olivar) AND 744891351	1
	Full name and job title of a referee: (<u>M</u>r) <u>B</u>rian <u>R</u>ogers AND <u>H</u>ead of <u>G</u>ymnastics	1
	Total for Sections A–C:	10

Question	Answer	Marks
3	Section D:	
	In the space below, write one sentence about what you would like to do in the future, and one sentence explaining how you keep up to date with gymnastics. Sentences must be written from the point of view of Agustin.	
	Sample sentences 1: I want to prepare for the <u>A</u>dvanced <u>C</u>ertificate. I want to become an international gymnast. I want to compete in the <u>O</u>lympics. I plan to go to the <u>N</u>ational <u>G</u>ymnastics <u>C</u>entre.	Max 2
	Sample sentence 2: I enjoy reading a monthly gymnastics newsletter. A monthly gymnastics newsletter is sent to my personal email.	Max 2
	Total for Section D	4
	<p>For each sentence, award up to 2 marks as follows:</p> <p>2 marks: proper sentence construction; correct spelling / punctuation / grammar; gives the information asked for</p> <p>1 mark: proper sentence construction; 1–3 errors of punctuation / spelling / grammar (without obscuring meaning); gives the information asked for</p> <p>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</p> <p>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 the sentence should be considered as 1 grammar error.</p>	

Exercise 4: Lions

Question	Answer	Marks
4	<p>Behaviour of lions:</p> <ul style="list-style-type: none"> 1 social / live in (large) groups / live in prides 2 affectionate towards each other / affectionate towards others within the pride 3 constantly on the move 	Max 2
	<p>Threats to the survival of lions:</p> <ul style="list-style-type: none"> 4 loss of natural environment / people need more land / lose areas of land where they have lived 5 (catching) diseases from the village animals 6 shortage of food / people are relying on the same animals for their food 7 people may harm them 	Max 2
	<p>Work being done by conservationists:</p> <p><i>Note: each point below needs a suitable verb answers must be from the point of view of the conservationists</i></p> <ul style="list-style-type: none"> 8 train local people to monitor lions 9 help communities to tolerate living with lions 10 fit satellite collars to lions / fit tracking collars to lions 11 study lion movements / use location data 12 capture the lions / relocate the lions 	Max 3

Exercise 5: Lions

Question	Answer	Marks
5	<p>Language: up to 5 marks</p> <p>0 marks: no understanding of the task / no relevant content / meaning completely obscure due to serious language inaccuracies</p> <p>1 mark: copying without discrimination from text / multiple language inaccuracies</p> <p>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</p> <p>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</p> <p>4 marks: good attempt to use own words and to organise and sequence points cohesively / generally good control of language</p> <p>5 marks: good, concise summary style / very good attempt to use own words and to organise and sequence points cohesively</p>	Max 5

Exercise 6: email

Question	Answer	Marks
6	Email	13

Exercise 7: extended writing

Question	Answer	Marks
7	Extended writing	13

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

- 1 Award the answer a mark for **content (C)** [out of 7] and a mark for **language (L)** [out of 6] in accordance with the General Criteria table that follows.
- 2 **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).
- 3 **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).
- 4 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.
- 5 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.
- 6 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.
- 7 The **use of paragraphs** should **not** be the primary basis for deciding which mark band the work is in. Look first at the language used and decide on a mark, and if there are no paragraphs, deduct one mark.
- 8 If the essay is considerably **shorter than the stated word length**, fewer than 70 words, 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.
- 9 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.
- 10 If the essay is **partly relevant** and therefore in mark band 2–3, the full range of marks for language is available.

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)
6–7	<p>Effective:</p> <p>Relevance: Fulfils the task, with appropriate register and a good sense of purpose and audience. <i>Award 7 marks.</i></p> <p>Fulfils the task, with appropriate register and some sense of purpose and audience. <i>Award 6 marks.</i></p> <p>Development of ideas: Ideas are developed at appropriate length. Engages reader's interest.</p>	6	<p>Competent:</p> <p>Style: Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. <i>Award 6 marks.</i></p> <p>Accuracy: Generally accurate with frustrating errors. Appropriate use of paragraphing. <i>Award 6 marks.</i></p>
4–5	<p>Largely relevant:</p> <p>Relevance: Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions. <i>Award 5 marks.</i></p> <p>Does not quite fulfil the task although there are some positive qualities. There may be digressions. <i>Award 4 marks.</i></p> <p>Development of ideas: Material is satisfactorily developed at appropriate length.</p>	4–5	<p>Satisfactory:</p> <p>Style: Mainly simple structures and vocabulary but sometimes attempting a wider range of language. <i>Award 5 marks.</i></p> <p>Mainly simple structures and vocabulary. <i>Award 4 marks.</i></p> <p>Accuracy: Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence. <i>Award 5 marks.</i></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. <i>Award 4 marks.</i></p>

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
2–3	<p>Partly relevant:</p> <p>Relevance: Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. <i>Award 3 marks.</i></p> <p>Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. <i>Award 2 marks.</i></p> <p>Development of ideas: Supplies some detail but the effect is incomplete and repetitive.</p>	2–3	<p>Errors intrude:</p> <p>Style: Simple structures and vocabulary.</p> <p>Accuracy: Meaning is sometimes in doubt. Frequent errors do not seriously impair communication. <i>Award 3 marks.</i></p> <p>Meaning is often in doubt. Frequent, distracting errors which slow down reading. <i>Award 2 marks.</i></p>
0–1	<p>Little relevance:</p> <p>Very limited engagement with task, but this is mostly hidden by density of error. <i>Award 1 mark.</i></p> <p>No engagement with the task or any engagement with task is completely hidden by density of error. <i>Award 0 marks.</i></p> <p>If essay is completely irrelevant, no mark can be given for language.</p>	0–1	<p>Hard to understand:</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. <i>Award 1 mark.</i></p> <p>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. <i>Award 0 marks.</i></p>