

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2012 series**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/13** 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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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 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

		Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	R1	6		---	6
Exercise 2	Reading (2)	R1	10		---	10
Exercise 3	Information transfer	R1, R2	6	W1, W5	4	10
Exercise 4	Note-making	R1, R2, R3	6		---	6
Exercise 5	Summary		---	W1, W2, W3, W4, W5	4	4
Exercise 6	Writing (1)		---	W1, W2, W3, W4, W5, W6	10	10
Exercise 7	Writing (2)		---	W1, W2, W3, W4, W5, W6	10	10
						56

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**Exercise 1 Eating out in Kuala Lumpur**

- (a) eating out / variety of dishes / quality of food
- (b) people (are) enjoy(ing) each other's company [1]
- (c) simple dishes full of flavour [1]
- (d) can serve 1000 people a night / has been open for 54 years  
/ offers extensive menu ANY TWO FROM THREE [1]
- (e) takes a great deal of preparation [1]
- (f) manages father's stall / manages original stall [1]

**[Total: 6]**

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### Exercise 2 The Many Uses of Gold

- (a) financial security / insurance
- (b) finding a bank is difficult [1]  
value stays strong even when the value of money goes down  
ONE MARK FOR EACH DETAIL [1]
- (c) only valuable possession / only protection against (personal) misfortune [1]
- (d) demand is high / demand has grown by 20% [1]
- (e) 20 thousand tonnes [1]
- (f) decoration / jewellery AND medicine BOTH REQUIRED FOR ONE MARK [1]
- (g) during heart surgery  
/ stents OR put into blocked arteries OR blood flow  
/ in pacemakers / keep the heart beat regular  
/ deliver precise doses of drugs ANY TWO FROM FOUR [2]
- (h) air-bag (systems) [1]

**[Total: 10]**

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### Exercise 3 The Meadows College Application 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: Hong Thi Nguyen

Age: 16

Gender: TICK Female

Address: 12 Quan Su Street, Dong Da District, Hanoi, (Vietnam)

Nationality: Vietnamese

Language spoken in addition to first language: English

Have you ever lived outside the UK? DELETE No

#### Section B: Educational Details

Last school attended: Bridge International School, (Hanoi).

Number of IGCSEs passed at C and above: CIRCLE 7-8

Preferred Course: Cambridge Pre-University

Future career: (I want to be a) dentist

#### Section C: Financial Details

Please indicate how fees will be paid: UNDERLINE annually

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

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**Section D**

Max. total for Section D

In the space below, write **one** sentence giving the main reason why you want to attend this college and **one** sentence about yourself which is relevant to your application.

Sentence 1 and 2 must be written in the first person.

Sample sentences: I want to attend this college as it has an excellent academic reputation.

I want to attend this college as it offers a high level of gymnastics.

I was the city champion for gymnastics in Hanoi.

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.*

**[Total: 10]**

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#### Exercise 4 Teaching English Abroad

*NB correct responses only apply if they are placed under the correct heading (as detailed below).*

*Add the correct answers to give a total out of 6.*

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

##### **What motivates the teacher** (*max. 2 marks this heading*)

- beauty of the (English) language / beauty of our language
- (opportunity to) discover other cultures
- find common ground through language

##### **The joys of teaching** (*max. 2 marks this heading*)

- student being able to say something that is not a repetition / not a learnt phrase / in own words
- student passing an exam

##### **What the teacher has learnt** (*max. 2 marks this heading*)

- to be organised
- switch quickly to another activity
- difficult to learn another language
- students need structure / students need goals
- good sense of humour
- avoid boredom / find inspiration in other ways / when you've used every text book it becomes tedious

**[Total: 6]**

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**Exercise 5 Teaching English Abroad: 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 marks:** meaning obscure because of density of language errors and serious problems with expression / nothing of relevance
- 1 mark:** expression weak / reliance on lifting from the passage
- 2 marks:** expression limited / reliance on copying out the notes, 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 own words

**[Total: 4]**



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### Exercise 6 Two photos that are important to you

### Exercise 7 Long hours vs short hours

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 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.

[Total Exercise 6: 10]

[Total Exercise 7: 10]

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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>