

**MARK SCHEME for the May/June 2013 series**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/12** Paper 1 (Reading and Writing – Core),  
maximum raw mark 70

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 May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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	7		---	<b>7</b>
Exercise 2	Reading (2)	R1	11		---	<b>11</b>
Exercise 3	Information transfer	R1, R2	10	W1, W5	4	<b>14</b>
Exercise 4	Note-making	R1, R2, R3	7		---	<b>7</b>
Exercise 5	Summary		---	W1, W2, W3, W4, W5	5	<b>5</b>
Exercise 6	Writing (1)		---	W1, W2, W3, W4, W5, W6	13	<b>13</b>
Exercise 7	Writing (2)		---	W1, W2, W3, W4, W5, W6	13	<b>13</b>
						<b>70</b>

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**Exercise 1 Diving holidays**

- (a) sharks, dolphins, (manta) rays [1]
- (b) around £60 [1]
- (c) greatest variety of marine life [1]
- (d) fish / sharks / where next day's diving will be [1]
- (e) speed boat [1]
- (f) from May until September / when they come closer to the shore [1]
- (g) (during the) diving season [1]

**Max total for exercise 1: 7 marks**

**Exercise 2 Children and play**

- (a) little supervision / no supervision / safe(r) / less control (by adults) / more opportunities [1]
- (b) stay indoors / supervised activities [1]
- (c) participation in sport / extra lessons [1]
- (d) reduces stress / creates feeling of well-being / emotional health [1]
- (e) emotional health / sense of wonder / positive about each other / positive about others / positive about surroundings / positive feelings about nature ANY TWO [2]
- (f) trust them [1]
- (g) run / shout / messy games ANY TWO FROM THREE [1]
- (h) too much school work [1]

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(i) adults – background AND children – hands-on [1]

(j) no substitute for (direct) interaction with nature / no substitute for experience with nature [1]

**Max total for exercise 2: 11 marks**

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### Exercise 3 Student volunteer 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 underline, tick, circle, delete) must be observed with total accuracy.*

#### **VOLUNTEER APPLICATION FORM**

##### **SECTION A: Personal details**

Name:	<b>Nanami Hokkaido</b>	[1]
Address:	<b>431 Akasaka, Minato Ku, Tokyo 107</b>	[1]
Email address:	<b>azuredesk@ezweb.com</b>	[1]
	<i>allow capitals or combination of upper and lower case in email</i>	
Age:	<b>18 / 18 years (old)</b>	[1]
Name of school:	<b>Cambridge International (School)</b>	[1]
Which exams are you studying for?	<b>TICK A Level</b>	[1]

##### **SECTION B: Volunteering details**

What kind of volunteering project do you want to be involved in?	<b>CIRCLE drama group work</b>	[1]
Have you been a volunteer before?	<b>DELETE YES</b>	[1]
Where did you hear about the volunteering projects?	<b>UNDERLINE newspaper</b>	[1]
When would you be able to work on the project?	<b>summer holidays</b>	[1]

***Max. total for Sections A to B: 10 marks***

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### **Section C**

*Max. total for Section C: 4 marks*

In the space below, write **one** sentence giving details of any experience you have had that will be useful in your voluntary work and **one** sentence explaining how you hope to benefit from volunteering.

Sentences must be written from the point of view of Nanami Hokkaido

#### **Sentence 1**

I am studying drama to A Level.

I have directed a school play.

#### **Sentence 2**

I hope to gain more experience of working with children.

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: 14 marks***

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#### **Exercise 4 A bird's eye view**

*Correct answers only apply if they are placed under the correct sub-heading (as detailed below)*

*Only one mark may be awarded per line*

*Only mark first idea on the line and ignore the rest, even if second idea is correct*

*Add the correct answers (i.e. total of ticks) to give a total out of 7.*

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

#### **Facts about birds' eyeballs (max 4 marks this heading)**

- 1 part is hidden
- 2 weigh more than brain
- 3 15% weight of head
- 4 one of largest parts of head
- 5 work independently
- 6 different positions on head
- 7 special area that contains oil

#### **Visual skills of specific birds (max 3 marks this heading)**

- 8 woodcocks see behind
- 9 cormorants see below / cormorants see fish under the water / cormorants see fish below the surface
- 10 eagles see forward and to the side / vision four times sharper than human's
- 11 hawks see over 2 kilometres

**Max total for exercise 4: 7 marks**

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### **Exercise 5**

*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.*

#### **Language: (up to 5 marks)**

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

***Max total for exercise 5: 5 marks***



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### Exercise 6: Borrow something from a friend

### Exercise 7: What is ‘success’?

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

- 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.
- **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. The language mark is likely to be affected and is unlikely to be more than one band higher than the content mark.
- 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: 13 marks**  
**Max total for exercise 7: 13 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)
6–7	<p><b>Effective:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Ideas are developed at appropriate length. Engages reader's interest.</p>	6	<p><b>Competent:</b></p> <p><b>Style:</b> Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. <i>Award 6 marks.</i></p> <p><b>Accuracy:</b> Generally accurate with frustrating errors. Appropriate use of paragraphing. <i>Award 6 marks.</i></p>
4–5	<p><b>Largely relevant:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</p>	4–5	<p><b>Satisfactory:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> 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>

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<p><b>2–3</b></p>	<p><b>Partly relevant:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Supplies some detail but the effect is incomplete and repetitive.</p>	<p><b>2–3</b></p>	<p><b>Errors intrude:</b></p> <p><b>Style:</b> Simple structures and vocabulary.</p> <p><b>Accuracy:</b> 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>
<p><b>0–1</b></p>	<p><b>Little relevance:</b></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>	<p><b>0–1</b></p>	<p><b>Hard to understand:</b></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>