



ENGLISH AS A SECOND LANGUAGE

0510/12

Paper 1 Reading and Writing (Core)

March 2017

MARK SCHEME

Maximum Mark: 70

Published

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 March 2017 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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, eg. 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: Measuring time

Question	Answer	Marks
1(a)	5000 to 6000 years ago / between 5000 and 6000 years ago	1
1(b)	height of the sun	1
1(c)	stone / metal / bowl of stone / stone bowl / metal bowl	1
1(d)	12 (equal parts)	1
1(e)	amount of sand width of neck ONE MARK FOR EACH CORRECT DETAIL	2
1(f)	board games / egg timers	1
	Total:	7

Exercise 2: In at the deep end

Question	Answer	Marks
2(a)	Europe / Croatia	1
2(b)	7 day(s) / a week	1
2(c)	they weren't fit either / he was fitter than he thought	1
2(d)	keep warm AND easier to keep an eye (from the safety boat) ONE MARK FOR EACH CORRECT DETAIL	2
2(e)	high-calorie drinks / sports drinks	1
2(f)	sea wasn't rough	1
2(g)	check sea temperature (before booking)	1
2(h)	sea = 15 degrees C AND air = 30 degrees C BOTH REQUIRED FOR ONE MARK	1
2(i)	20 kilometres	1
2(j)	filmed / movements examined in slow motion	1
	Total:	11

Exercise 3: Natural Bristol feedback form

Question	Answer	Marks
3	Section A: Personal details	
	Full name: Miriam Travis	1
	Age: 17	1
	Preferred contact details: miritra@mail.com	1
	Section B: Your experience	
	Where information came from: Morley Road Library / library / leaflet	1
	Which session: TICK tidying the river area	1
	Where was session: CIRCLE Bedminster	1
	When volunteer: July	1
	How long: two days / 2 days	1
	Volunteer again: DELETE NO	1
	Previous experience: designed leaflets	1
		Max total for Sections A–B:

Question	Answer	Marks
	<p>Section C: In the space below, write one sentence about why you chose to become a volunteer and one sentence describing something you learned from the experience.</p>	
	<p>Sample sentence 1: I noticed an increasing amount of rubbish being left along the river. I was worried about the effect of the rubbish on the wildlife.</p>	Max 2
	<p>Sample sentence 2: I got some new ideas (from the organisers) on recycling.</p>	Max 2
	<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><i>Absence of a full stop at the end should be considered as 1 punctuation error.</i></p> <p><i>Absence of an upper case letter at the beginning should be considered as 1 punctuation error.</i></p> <p><i>Omission of a word in a sentence should be considered as 1 grammar error.</i></p>	
	Max. total for Section C:	4
	Total for Sections A–C:	14

Exercise 4 The world needs bees

Question	Answer	Marks
4	<p><u>Why bees are important</u></p> <p>1 (without bees) world would be different / (without bees) lives would be different</p> <p>2 pollination</p> <p>3 (without bees) crops would have to be pollinated in other ways / (without bees) crop production would be less</p> <p>4 seed production of wild plants / survival of wild plants</p> <p>5 produce honey</p> <p>6 (providing) energy source for (many) animals</p>	Max 2
	<p><u>Problems bees face</u></p> <p>7 (killed by) chemicals / (bees' nervous system attacked by) chemicals</p> <p>8 eaten by bears / eaten by other creatures</p> <p>9 finding adequate food / finding a range of food / needing a range of food / (mass) planting single crops</p> <p>10 climate change</p>	Max 3
	<p><u>Some solutions to these problems</u></p> <p>11 producing food organically / growing crops without chemicals</p> <p>12 increasing the variety of plants (grown in fields) / produce different types of crop</p> <p>13 (creating) semi-wild areas</p> <p>14 (growing) bee-friendly plants / (growing) plants which produce pollen earlier / providing food (at times) when bees need it (most)</p>	Max 2
	Total:	7

Question	Answer	Marks
<p style="text-align: center;">5</p>	<p>Bees summary</p> <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>	<p style="text-align: center;">Max 5</p>
	Total:	5

Question	Answer	Marks
6	Email	13

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 **at least** the 4–5 mark band. If one bullet point is missing, a maximum mark of C4 can be awarded.
- 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 **at least** the 4–5 mark band.
- 7 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.
- 8 If the essay is considerably **shorter than the stated word length**, i.e. below 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. **You should consult your Team Leader before awarding zero marks in this situation.**
- 10 If the essay is **partly relevant** and therefore in mark band 2–3, the full range of marks for language is available.

- 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. If the essay is between 70 and 100 words, it should be put in mark band 4–5 or lower for content. 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 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. If the essay is between 70 and 100 words, it should be put in mark band 4–5 or lower for content. 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.
- 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**, fewer than 70 words, it should be put in mark band 2–3 for content or lower for not fulfilling the task. If the essay is between 70 and 100 words, it should be put in mark band 4–5 or lower for content. 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.

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>