

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

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/23**

Paper 2 (Reading and Writing – Extended),  
maximum raw mark 84

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 Extended 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
- R4 infer information from texts

### **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 2**

		<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	8		---	<b>8</b>
Exercise 2	Reading (2)	R1	14		---	<b>14</b>
Exercise 3	Information transfer	R1, R2	6	W1, W5	2	<b>8</b>
Exercise 4	Note-making	R1, R2, R3	8		---	<b>8</b>
Exercise 5	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5	4	<b>10</b>
Exercise 6	Writing (1)		---	W1, W2, W3, W4, W5, W6	18	<b>18</b>
Exercise 7	Writing (2)		---	W1, W2, W3, W4, W5, W6	18	<b>18</b>
						<b>84</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) bargain [1]
- (e) apartment(s) [1]
- (f) temple [1]
- (g) volunteers AND feed / look after [1]
- (h) less than ten dollars [1]

***Max total for exercise 1: 8 marks***

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**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]
- (k) 1. beautiful place  
 2. enjoy the work / love it / can work at own pace  
 3. meeting new people / working with new people / making friends  
 4. can be any age  
 5. making the world a better place  
 6. doing something useful  
 7. range of activities ANY FOUR, 1 MARK EACH DETAIL [4]

**Max total for exercise 2: 14 marks**

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### Exercise 3 FIFTH RED SEA INTERNATIONAL WATER SPORTS TOURNAMENT

*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, underline, delete) must be observed with total accuracy.*

#### Section A Personal details

Full name: Shokat Aziz

Age (on 15 October 2013): 20 / 20 years / 20 years old / twenty  
*do not allow '20-year-old'*

Occupation: goldsmith / jeweller / making jewellery / selling jewellery

Address (including country): 84 Gabel Souk, Jeddah, Saudi Arabia

Email address: jewelcase@mosnet.sa

#### Section B Competition details

What is your age category? UNDERLINE Senior

Name of the sport you wish to compete in: windsurfing

Do you have the equipment you need? DELETE No

Give details of your participation in any of our previous tournaments (dates, events, results):  
2010 AND bronze medal / came third AND deep-sea diving

Please indicate who will pay the 500 dollar entrance fee:  
father / parent

#### Section C Travel and accommodation

How do you intend to travel to Sharm el Sheikh? ferry AND bus

Where do you plan to stay during the tournament? TICK Other

*Max. total for Sections A, B and C: 6 marks*

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## Section D

*Max total for Section D: 2 marks*

In the space below write one sentence of between 12 and 20 words, describing your future plans in water sports.

The sentence must be written from the point of view of Shokat Aziz.

### Sample sentence(s):

I will go to Australia and train to become a water sports instructor.

I want to obtain paid employment teaching a variety of activities on rivers, lakes or oceans.

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

**2 marks:** no fewer than 12 and no more than 20 words; proper sentence construction; correct spelling, punctuation and grammar; relevant to context.

**1 mark:** no fewer than 12 and no more than 20 words; proper sentence construction; 1–3 errors of punctuation/spelling/grammar that do not obscure meaning; relevant to context.

**0 marks:** more than 3 errors of punctuation/spelling/grammar; and/or irrelevant to context, and/or not a proper sentence; and/or fewer than 12 words or more than 20 words.

***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: 8 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 can be awarded per line.*

*Add the correct answers to give a total out of 8.*

*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. involves everyone / interactive
9. gets players to lead

#### **Positive effects of football on the children** *(max 2 marks for this section)*

10. more respectful / don't argue as much
11. better organised / plan ahead / make time for training
12. better at making friends / became popular

**Max total for exercise 4: 8 marks**

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## **Exercise 5 SAVE THE TIGER**

*Count words and indicate when the 120 word limit has been reached.*

*If a candidate exceeds 120 words then a maximum of 3 marks can be awarded for language.*

*If only one aspect of the question is addressed a maximum of 2 marks for language can be awarded.*

*Do not award language marks if there is no content to reward.*

### **Content (up to 6 marks)**

#### **Reasons for the decline**

- 1 illegal hunting
- 2 trade in body parts / use in medicine
- 3 demand for skins
- 4 forced to live in small areas / habitat destruction (*accept examples*) / easier to find
- 5 killed to protect communities / killed to protect livestock
- 6 climate change / rising sea levels

#### **Steps being taken to stop decline**

- 7 Year of the Tiger / WWF plan
- 8 more anti-hunting patrols / better trained anti-hunting patrols / better equipped anti-hunting patrols
- 9 focus on key landscapes / make habitats safe for young / protect adult animals
- 10 ensure supply of prey / ensure food supply
- 11 get support of government / get support of public OR charity

### **Language (up to 4 marks)**

**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 without discrimination

**2 marks:** expression limited / some reliance on lifting from the original, 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 in own words

**Max total for exercise 5: 10 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.

- **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 **at least** 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 **at least** 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: 18 marks**

**Max total for exercise 7: 18 marks**

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**GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (EXTENDED TIER)**

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8–9	<p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.</li> </ul>	8–9	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> No or very few errors. Well-constructed and linked paragraphs.</li> </ul>
6–7	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	6–7	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>
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>

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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></li> </ul> <p>If essay is completely irrelevant, no mark can be given for language.</p>	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>