

**MARK SCHEME for the May/June 2014 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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

|               |                              |                 |              |
|---------------|------------------------------|-----------------|--------------|
| <b>Page 2</b> | <b>Mark Scheme</b>           | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>IGCSE – May/June 2014</b> | <b>0510</b>     | <b>12</b>    |

### 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

|            |                      | <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>                    |

|               |                              |                 |              |
|---------------|------------------------------|-----------------|--------------|
| <b>Page 3</b> | <b>Mark Scheme</b>           | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>IGCSE – May/June 2014</b> | <b>0510</b>     | <b>12</b>    |

### Exercise 1 – Airport Terminals

- (a) transforming terminal / redesigning terminal [1]
- (b) through the country / through Korea / ancient places / religious buildings / temples [1]
- (c) Hajj / once a year / during pilgrimage to Mecca [1]
- (d) glass walls OR glass panel OR light / spacious / stress-free OR calming / pylons change colour / rolling roofline [2]  
ANY TWO
- (e) playground / cinema / slide [1]  
ANY TWO
- (f) meeting family off plane / meeting friends off plane [1]

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

|               |                              |                 |              |
|---------------|------------------------------|-----------------|--------------|
| <b>Page 4</b> | <b>Mark Scheme</b>           | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>IGCSE – May/June 2014</b> | <b>0510</b>     | <b>12</b>    |

### **Exercise 2 – The Future of University Education**

- (a) 80 million / 80 000 000 / 80m / eighty million [1]
- (b) impossible to build so many universities / impossible to build enough universities [1]
- (c) it will be cheaper / students will be able to afford it / cut cost [1]
- (d) improved online education / improved online learning resources / online learning accepted [1]
- (e) way we shop / no longer go out to buy / shopping done from home / online shopping [1]
- (f) work responsibilities / home responsibilities [1]
- (g) Italy AND 20% [1]
- (h) **only** provide certificates / study free (material) online / not able to survive financially [2]
- (i) (medical) research / other work [1]
- (j) qualification **from top university** [1]

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

|               |                              |                 |              |
|---------------|------------------------------|-----------------|--------------|
| <b>Page 5</b> | <b>Mark Scheme</b>           | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>IGCSE – May/June 2014</b> | <b>0510</b>     | <b>12</b>    |

### Exercise 3 – School Sailing Club Application

#### Section A: Personal details

Full name: **Deborah Harrison** [1]

Address: **94 Broadhurst Avenue, Portsmouth, PO7 2AR** [1]

Contact telephone number: **07073264387** [1]

Name of contact in case of emergency: **(Mrs) Rachel Harrison** [1]

#### Section B: Further details

Other club memberships: **scuba diving** [1]

First Aid qualifications: **Level Two (First Aid Award)** [1]

How far can you swim? **1 kilometre / 1 kilometer / 1km** [1]

What is your level in sailing? **TICK beginner** [1]

Do you wish to attend theory classes as well as practical sessions? **DELETE NO** [1]

Method of payment: **cash** [1]

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

|               |                              |                 |              |
|---------------|------------------------------|-----------------|--------------|
| <b>Page 6</b> | <b>Mark Scheme</b>           | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>IGCSE – May/June 2014</b> | <b>0510</b>     | <b>12</b>    |

### Section C

In the space below, write **one** sentence about any previous experience of sailing, and **one** sentence explaining what you want to achieve by joining the club.

*Sentences must be written from the point of view of Deborah.*

Sample sentence 1: I have only been a passenger on a sailing boat.  
I have never sailed alone before.  
My uncle has taken me out on his sailing boat many times.

Sample sentence 2: I want to learn how to sail (because next summer...  
I want to learn both the theory and the practical aspects of sailing.  
I hope that this will enable me to deal confidently with any difficulties that may arise.

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

**2 marks:** proper sentence construction; correct spelling and punctuation; gives the information asked for

**1 mark:** proper sentence construction; 1–3 errors of punctuation and/or spelling (without obscuring meaning); gives the information asked for

**0 marks:** more than 3 errors of punctuation and/or spelling; 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 Section C: 4 marks**  
**Max total for exercise 3: 14 marks**

|               |                              |                 |              |
|---------------|------------------------------|-----------------|--------------|
| <b>Page 7</b> | <b>Mark Scheme</b>           | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>IGCSE – May/June 2014</b> | <b>0510</b>     | <b>12</b>    |

#### **Exercise 4 – Teenagers and texts**

##### **Advantages of texting**

(max. 2 marks this heading)

1. enjoyable
2. keep contact / easy to connect / easy to communicate
3. easy to make arrangements / easy to change arrangements
4. feel less nervous / comforting / encouraging / not feel left out
5. free / cheap

##### **Disadvantages of texting**

(max. 5 marks this heading)

6. sleep problems
7. affects development / hard to be independent / hard to make decisions
8. difficult to concentrate / no quiet time
9. feeling left out
10. injury to thumbs
11. not listening / not paying attention in class
12. spelling worse / abbreviations used

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

|               |                              |                 |              |
|---------------|------------------------------|-----------------|--------------|
| <b>Page 8</b> | <b>Mark Scheme</b>           | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>IGCSE – May/June 2014</b> | <b>0510</b>     | <b>12</b>    |

**Exercise 5 Teenagers and Texting: summary**

**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***



|               |                              |                 |              |
|---------------|------------------------------|-----------------|--------------|
| <b>Page 9</b> | <b>Mark Scheme</b>           | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>IGCSE – May/June 2014</b> | <b>0510</b>     | <b>12</b>    |

## Exercise 6 – Return to home country

## Exercise 7: Separate schools for girls and boys?

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**, 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 for content or lower. The language mark is likely to be affected and is unlikely to be more that 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**

|         |                       |          |       |
|---------|-----------------------|----------|-------|
| Page 10 | Mark Scheme           | Syllabus | Paper |
|         | IGCSE – May/June 2014 | 0510     | 12    |

**GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (Core tier)**

| Mark band | CONTENT: relevance and development of ideas<br>(AO: W1, W2, W6)  | Mark band | LANGUAGE: style and accuracy<br>(AO: W1, W3, W4, W5)   |
|-----------|--|-----------|--|
| 6–7       | <p><b>Effective:</b></p> <p><b>Relevance:</b><br/>Fulfil the task, with appropriate register and a good sense of purpose and audience.<br/><i>Award 7 marks.</i></p> <p>Fulfil the task, with appropriate register and some sense of purpose and audience.<br/><i>Award 6 marks.</i></p> <p><b>Development of ideas:</b><br/>Ideas are developed at appropriate length. Engages reader’s interest.</p>                                     | 6         | <p><b>Competent:</b></p> <p><b>Style:</b><br/>Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable.<br/><i>Award 6 marks.</i></p> <p><b>Accuracy:</b><br/>Generally accurate with frustrating errors. Appropriate use of paragraphing.<br/><i>Award 6 marks.</i></p>   |
| 4–5       | <p><b>Largely relevant:</b></p> <p><b>Relevance:</b><br/>Fulfil the task. A satisfactory attempt has been made to address the topic, but there may be digressions.<br/><i>Award 5 marks.</i></p> <p>Does not quite fulfil the task although there are some positive qualities. There may be digressions.<br/><i>Award 4 marks.</i></p> <p><b>Development of ideas:</b><br/>Material is satisfactorily developed at appropriate length.</p> | 4–5       | <p><b>Satisfactory:</b></p> <p><b>Style:</b><br/>Mainly simple structures and vocabulary but sometimes attempting a wider range of language.<br/><i>Award 5 marks.</i></p> <p>Mainly simple structures and vocabulary.<br/><i>Award 4 marks.</i></p> <p><b>Accuracy:</b><br/>Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence.<br/><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.<br/><i>Award 4 marks.</i></p> |

|         |                       |          |       |
|---------|-----------------------|----------|-------|
| Page 11 | Mark Scheme           | Syllabus | Paper |
|         | IGCSE – May/June 2014 | 0510     | 12    |

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