

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the October/November 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.

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<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – October/November 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>

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0510	12

### Exercise 1: Spotlight on Chocolate

- (a) the cacao farmers / cacao growers [1]  
*do not accept spelling 'cocoa' in this answer*  
*do not accept 'farmers' on its own*
- (b) the trunk [1]
- (c) in(to) chocolate [1]  
make cocoa butter  
*do not accept spelling 'cacao'*  
 BOTH REQUIRED FOR ONE MARK
- (d) addition of cocoa butter / it has cocoa butter in it [1]  
*do not accept 'cocoa butter' on its own*  
*do not accept spelling 'cacao'*
- (e) forest canopy prevents trees drying out  
predators destroy insects  
 leaf litter enriches the soil / leaf litter helps plants grow  
 no need for chemical fertiliser  
*do not accept 'dying out'*  
*do not accept 'prevents trees drying out' without 'forest canopy'*  
*accept 'fallen leaves' for 'leaf litter'*  
 ANY TWO FROM FOUR – ONE MARK FOR EACH CORRECT DETAIL [2]
- (f) a ticket to the Maya Gold chocolate factory / visit to the Maya Gold chocolate factory [1]

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

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – October/November 2014</b>	<b>0510</b>	<b>12</b>

**Exercise 2: T-Rex**

- (a) the 1820s / 1820 [1]  
*do not accept 'since the 1820s'*
- (b) swampland AND forest [1]  
BOTH NEEDED FOR ONE MARK
- (c) jaw AND backbone [1]  
BOTH NEEDED FOR ONE MARK
- (d) American Museum of Natural History [1]  
*must be the whole answer*
- (e) aided movement [2]  
counterbalance the enormous head  
*accept suitable synonyms for 'aided' and 'enormous'*
- (f) grow again [1]
- (g) analysis of the skull [1]
- (h) tough scaly skin [1]  
*need both adjectives*
- (i) slow/lumbering/potential victims could outrun it [1]
- (j) Dacentrurus 2m [1]  
*do not accept '2 height in metres'*

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

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – October/November 2014</b>	<b>0510</b>	<b>12</b>

### Exercise 3: Sounds Fun Booking Form

#### Section A: Personal Details

Full name: **Gordon Fraser**  
 Address: **112 Benbow Street, Howick, Auckland, 1024, New Zealand**  
 Email: **gordon123@yipee.nz**  
 Age: **17**

#### Section B: Booking Details

Which performance are you booking for? **TICK World Jazz**  
 Performance Date: **CIRCLE November 23**  
 Number of tickets required: **7**  
 How would you like to receive your tickets? **DELETE collect in person**  
 Seating preferences: **front row**  
 Type of accommodation preferred: **[low cost] hotel**

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

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – October/November 2014</b>	<b>0510</b>	<b>12</b>

## SECTION C

In the space below, write **one** sentence about why you booked through Sounds Fun, and **one** sentence explaining your choice of concert.

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

### Sample sentence 1

I chose Sounds Fun because they offered a good price for tickets, hotel and transport.

I chose Sounds Fun because overnight accommodation is included and the prices are affordable.

### Sample sentence 2

I am very excited about seeing a famous jazz musician.

I chose this concert because Jed Jones is performing.

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

- 2 marks**     proper sentence construction; correct spelling, punctuation and grammar; gives relevant information in the context
- 1 mark**     proper sentence construction; 1–3 errors of punctuation, spelling or grammar (without obscuring meaning); gives relevant information in the context
- 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**

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0510	12

#### Exercise 4: Garlic – the lifesaver

##### Historical uses

*(max. 2 marks this heading)*

- 1 religious / spiritual
- 2 currency
- 3 internal cleanser

*do not accept spelling 'cleaner' for 'cleanser'*

##### Possible benefits

*(max. 3 marks this heading)*

- 4 brings out flavour of other ingredients
- 5 reduced heart disease / low rates of heart disease
- 6 reduced cancer rates / low rates of cancer
- 7 improves health of asthma sufferers

##### Possible problems

*(max. 2 marks this heading)*

- 8 destroys natural bacteria in the gut
- 9 dermatitis / irritating skin condition
- 10 inflammation of the stomach
- 11 blood clotting difficulties
- 12 makes breath smell / bad breath / lingers on breath

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

<b>Page 8</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – October/November 2014</b>	<b>0510</b>	<b>12</b>

**Exercise 5: 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***



Page 9	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0510	12

### Exercise 6: Unexpected meeting with old friend

### Exercise 7: New zoo in your town

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 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**, fewer than 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.
- 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
	Cambridge IGCSE – October/November 2014	0510	12

**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>

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0510	12

<p>2–3</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>2–3</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>0–1</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>0–1</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>