

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2012 series**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/22** 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 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 October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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### IGCSE English as a Second Language Extended tier Reading/Writing (Paper 2)

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, R4	14		---	<b>14</b>
Exercise 3	Information transfer	R1, R2, R4	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 Starting to Paint**

- (a) practice and patience [1]
- (b) too dry [1]
- (c) provides a deep(er) colour / (more) difficult to use / long(er) time to dry  
/ oil-based rather than water-based / acrylic paint is water-based  
ANY 2 FOR 1 MARK [1]
- (d) absorb(s) it / not enough paint left to work with [1]
- (e) round(s) / bristles come to a point [1]
- (f) cheap AND easy to prepare [1]
- (g) change(s) shape when wet / paint can crack [1]
- (h) canvas and wood BOTH REQUIRED [1]
- [Total: 8]**

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## Exercise 2 Television

- (a) viewing continues to grow even though internet widely used  
/ number of ways of watching TV has increased / contribute to enjoyable viewing experiences [1]
- (b) Europe AND Africa (both required) [1]
- (c) reduces the amount of conversation / number of words spoken reduced [1]
- (d) learnt fewer (new) words [1]
- (e) children under two should not be exposed to TV or computer screens (2 marks)  
children under two should not be exposed to TV (1 mark)  
should not be exposed to TV or computer screens (0 marks) [2]
- (f) may be exposed to unsuitable programmes / might be unsuitable / can result in  
psychological problems / can be influenced (by what they watch) [1]
- (g) decrease in physical activity / encourages them to be inactive [1]  
increase in (the consumption of) sugary drinks and snacks [1]  
1 MARK FOR EACH DETAIL
- (h) early experience of TV viewing continued to have harmful effects  
/ early experience of TV viewing had long-term harmful effects [1]
- (i) 1. encourage language activities / increase conversation / encourage imaginative play  
2. limit TV viewing (to an hour a day) for 3 to 5 year-olds  
3. introduce (children) to sports, music or other hobbies / teach them how to use their leisure  
time (effectively)  
4. do not allow children to have televisions in their (bed) rooms [4]  
1 MARK FOR EACH DETAIL

**[Total: 14]**

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### Exercise 3 ‘Les Surfers’ Group Booking 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 tick, circle, delete) must be observed with total accuracy*

#### Section A: Personal details

Name of group leader: Christophe Lautrec

Name(s) of other member(s) of group: Marc Benoit, Jacques Depoint, Gerard Monet

Group leader’s address: 34 Place Victor Hugo, Vannes, (France)

Group leader’s telephone contact: 0676448250

Group leader’s age: 18

#### Section B: Holiday details

Flight preference: TICK AF 369 arrival time 3pm

Which package is required? TICK Full board (bed and all meals)

How many beginner’s courses are required: one / 1

Method of payment: CIRCLE credit card

If paying by credit card please give number: 82713001

Do you wish to hire surfing equipment? DELETE NO

How did you find out about our company? leaflet / friend(s)

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

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## Section C

*Max. total for Section C: 2 marks*

In the space below, write one sentence of between 12 and 20 words, giving details of any medical conditions that you **and** other members of your group may have.

*Any reference to Christophe must be written in the first person (i.e. 'I' not 'he').*

Examples: I recently had an operation on my arm and Gerard had / has a nut allergy. (2 marks)

Gerard has a serious allergy to nuts and can become very ill if he eats something that contains nuts. (1 mark)

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.*

**[Total: 8]**

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#### **Exercise 4 Photographing the Extraordinary**

*NB correct responses only apply if they are placed under the correct sub-heading (as detailed below). Add the correct answers to give a total out of 8.*

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

#### **Common features of the living things that Sara photographs** *(max 2 marks this section)*

- (at least) 2000 years old / oldest living things
- have lived continuously for (the whole of) that period

#### **Places Sara has visited and what she found in each place** *(max 3 marks this section)*

- **Andes** – llareta (plant)
- **Namibia** – Welwitschia (plant)
- **Caribbean** – coral
- **Copenhagen** – bacterium / bacteria

#### **The concerns that Sara has** *(max 3 marks this heading)*

- (how to) finance her travels
- destruction of the environment
- oldest living things are in danger / oldest living things may die / things she has photographed are in danger
- permafrost may disappear / permafrost is not permanent

**[Total: 8]**

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### Exercise 5 Home Education

*Count words and indicate when the 120 word limit has been reached. Do not award language marks if there is no content to reward.*

#### Content (up to 6 marks)

##### Advantages

- children learn better at home
- free to interact with parents / other adults
- can explore areas that interest them / not restricted by subject matter
- children learn at their own pace
- enjoy process of learning more
- free from stress
- get on better with brothers and sisters / more peaceful home
- easier to socialise with adults
- can seek advice from older family members
- no need to waste time on travel / free to use time and energy (more) productively

#### 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

**[Total: 10]**



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### Exercise 6 Loss of something small but important

### Exercise 7 Family or friends more important?

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.

[Total Exercise 6: 18]

[Total Exercise 7: 18]

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