CAMBRIDGE
International Education

Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE **0510/12**

Paper 1 Reading and Writing **May/June 2026**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point
	Benefit of the doubt given
	No benefit of the doubt given
	Information missing
	Repetition
	Meaning is unclear
	Page or response viewed by the examiner – including blank and additional pages (and marked if appropriate)
	Writing response is under word guidance

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Cambridge IGCSE English as a Second Language Paper 1 Reading and Writing tests the following Assessment Objectives:

Reading
R1 demonstrate understanding of specific factual information
R2 demonstrate understanding of the connections between the ideas, opinions and attitudes
R3 identify and select details for a specific purpose
R4 demonstrate understanding of implied meaning

Writing
W1 communicate information, ideas and opinions
W2 organise ideas into coherent text using a range of linking devices
W3 use a range of appropriate grammatical structures and vocabulary
W4 use appropriate register and style for the given purpose and audience

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Exercise 1

Question	Answer	Marks	Guidance
1	36.1 million tonnes	**1**	Accept ‘tons’ Do **not** accept ‘tones’ as meaning changes

Question	Answer	Marks	Guidance
2	Scotch bonnet	**1**	Accept ‘Scottish’ for ‘Scotch’

Question	Answer	Marks	Guidance
3	habanero	**1**	

Question	Answer	Marks	Guidance
4	don’t water (too) much if want (fruits) hot	**1**	‘if’ clause idea must be conveyed e.g. ‘for them to be hot’ Accept ‘spicy’ for ‘hot’.

Question	Answer	Marks	Guidance
5	chocolate	**1**	

Question	Answer	Marks	Guidance
6	**Award one mark for each detail up to a maximum of three marks:** 1 keep elephants from crops / farmers keep elephants away 2 currency / money 3 reduce pain 4 decoration	**3**	

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Exercise 2

Question	Answer	Marks	Guidance
7(a)	D	**1**	
7(b)	A	**1**	
7(c)	C	**1**	
7(d)	B	**1**	
7(e)	C	**1**	
7(f)	A	**1**	
7(g)	D	**1**	
7(h)	B	**1**	
7(i)	C	**1**	

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Exercise 3

Question	Answer	Marks	Guidance
8	**Award one mark for each acceptable response, up to a maximum of 4 marks:** Specific things that Alex always does before a show starts: 1 eat sandwich one hour before 2 say first words from play / first words from play out loud 3 stay away from actors 4 half hour stretching 5 close eyes ten seconds	**4**	2 'words' must be in the plural form or the response must convey the plural idea e.g. 'first few word …'

Question	Answer	Marks	Guidance
9	**Award one mark for each acceptable response, up to a maximum of 3 marks:** Reasons why Alex likes the theatre he's working in now: 1 close to audience 2 walk to theatre / walk from home / walk home / walk there 3 staff friendly 4 dressing room quiet	**3**	2 Do **not** accept responses that just suggest it is easy for Alex to get to the theatre. Walking idea essential. Do **not** accept 'walk theatre' 3 references to café or theatre staff is acceptable 4 Do **not** allow 'quite' for 'quiet' as meaning changes

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Exercise 4

Question	Answer	Marks	Guidance
10	B	**1**	

Question	Answer	Marks	Guidance
11	B	**1**	

Question	Answer	Marks	Guidance
12	C	**1**	

Question	Answer	Marks	Guidance
13	A	**1**	

Question	Answer	Marks	Guidance
14	B	**1**	

Question	Answer	Marks	Guidance
15	C	**1**	

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Generic marking criteria for Exercises 5 and 6
The following general instructions, and levels-based Marking criteria for Questions 16 & 17, apply to both Exercises 5 and 6.

- You should decide on a mark for Content and Language **separately**.
- **Content** covers **task fulfilment** (to what extent the response addresses the rubric, uses an appropriate register (informal/formal/semi-formal), is relevant and engages the audience/intended reader, AND the **development of ideas** (i.e. the level of detail/expansion of ideas).
- **Language** covers **range** (i.e. complexity of vocabulary and grammatical structure) **and accuracy** and overall **organisation** of the response).
- When deciding on a mark for Content or Language, first of all decide which level you consider to be most appropriate.

  When deciding on a mark within a level, use the lower marks if it fulfils some of the requirements of the level and the highest mark if it fulfils **all** the requirements of the level.

  If all descriptors are met within one level, consider whether a mark can be awarded from the next level up. There will not necessarily be an exact fit but remember to apply a positive marking approach.
- If the writing is **considerably shorter** than the stated word length, i.e. below 85 words, it should be given 1–2 marks for Content for only partially fulfilling the task.
- In Exercise 5, email, if the response has omitted one OR two of the 3 required bullet points, a maximum of 2 marks can be awarded for Content.
- If the writing is only **partially relevant** and therefore can be awarded only 1–2 Content marks, the full range of marks for Language is still available.
- If the writing is totally irrelevant and has nothing to do with the question asked, it should be given 0 marks for Content and Language.

Question	Answer	Marks	Guidance
16	**Award up to a total of 15 marks.** Up to 6 marks to be awarded for Content. Plus up to 9 marks to be awarded for Language. See generic marking criteria for **Questions 16** and **17**.	**15**	

Question	Answer	Marks	Guidance
17	**Award up to a total of 15 marks.** Up to 6 marks to be awarded for Content. Plus up to 9 marks to be awarded for Language. See generic marking criteria for **Questions 16** and **17**.	**15**	

Marking criteria for Questions 16 and 17

Table A: Content

Marks	Description
5–6	Task fulfilment • Task is fulfilled. • Content is fully relevant throughout. • Consistently appropriate style for the text type. • Excellent sense of purpose and audience. Development of ideas • Content is very well developed.
3–4	Task fulfilment • Task is generally fulfilled. • Content is generally relevant. • Generally appropriate style for the text type. • Generally good sense of purpose and audience. Development of ideas • Content is generally developed.
1–2	Task fulfilment • Task is only partially fulfilled. • Content is only partially relevant. • Style for the text type is inconsistent or inappropriate. • Insufficient sense of purpose and audience. Development of ideas • Limited attempt to develop content.
0	No creditable response

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Table B: Language

Marks	Description
7–9	Range and accuracy • Content is communicated skilfully and appropriately. • Uses a wide range of common and less common vocabulary appropriately. • Uses a wide range of simple and complex structures. • High level of accuracy of language. Occasional errors may be present, but these do not impede communication. Organisation • Effectively organised and sequenced. • Uses a wide range of linking words and/or other cohesive devices appropriately.
4–6	Range and accuracy • Content is communicated clearly. • Uses a range of common vocabulary appropriately, and attempts to use some less common vocabulary. • Uses a range of simple structures, and attempts to use some complex structures. • Generally good level of accuracy of language. Errors do not generally impede communication. Organisation • Generally well organised and sequenced. • Uses a range of linking words and/or other cohesive devices generally appropriately.
1–3	Range and accuracy • Content is communicated but lacks clarity. • Uses only common vocabulary. • Uses only simple structures. • Lack of control of language. Errors impede communication. Organisation • Limited attempt at organisation and sequencing. • Limited attempt to use linking words and/or other cohesive devices.
0	No creditable content.

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