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Cambridge IGCSE™

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

Paper 1 Reading and Writing **February/March 2024**

MARK SCHEME

Maximum Mark: 60

Published

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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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

Exercise 1

Question	Answer	Marks	Guidance
1	attached to a wooden frame	**1**	*the additional detail 'placed on the ground' negates the answer'* *accept 'in a row' only as additional detail*

Question	Answer	Marks	Guidance
2	(road) builders	**1**	

Question	Answer	Marks	Guidance
3	ten / 10	**1**	

Question	Answer	Marks	Guidance
4	Paris	**1**	

Question	Answer	Marks	Guidance

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Question	Answer	Marks	Guidance
5	scare away predators	**1**	*accept the additional detail in the previous sentence, 'the stones were hung.....making a loud noise', providing the correct answer is also included.* *accept the idea of 'protecting animals'.* *accept 'animals' for 'predators'.* *reference to 'musical instruments' negates the answer.*
6	**Award one mark for each detail up to a maximum of three marks:** 1 quality (of the stone) 2 thickness (of each stone) 3 cuts (made) on the stone(s) / cuts (made) on the surface(s) 4 length (of the stone)	**3**	

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Exercise 2

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

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Exercise 3

Question	Answer	Marks	Guidance
8	**Award one mark for each acceptable response, up to a maximum of three marks:** *How storytelling can benefit the people who are listening:* 1 (adds) more context / adds context 2 remember details (far) more accurately 3 complex ideas become easier to understand 4 feel more positive about learning (new things)	**3**	*a comparative idea is required in each answer*

Question	Answer	Marks	Guidance
9	**Award one mark for each acceptable response, up to a maximum of four marks:** *How storytellers should prepare for telling a story:* 1 research their audience 2 make sure that the (story's) central message is clear / the (story's) central message should be clear 3 include something amusing 4 watch other storytellers / acquire (new) techniques from other people 5 practise getting the timing right	**4**	*the answer should follow the heading: – in points 1, 3, 4, 5 a verb is required and in point 2 accept either alternative.* *point 4: accept 'listen' for 'watch'.*

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Exercise 4

Question	Answer	Marks	Guidance
10	C	**1**	

Question	Answer	Marks	Guidance
11	B	**1**	

Question	Answer	Marks	Guidance
12	A	**1**	

Question	Answer	Marks	Guidance
13	C	**1**	

Question	Answer	Marks	Guidance
14	C	**1**	

Question	Answer	Marks	Guidance
15	A	**1**	

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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**	

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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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