

Cambridge IGCSE™

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

Paper 1 Reading and Writing

February/March 2024**MARK SCHEME**Maximum Mark: 60

Published

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Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **9** printed pages.

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	<i>the additional detail 'placed on the ground' negates the answer'</i> <i>accept 'in a row' only as additional detail</i>

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	<i>accept the additional detail in the previous sentence, 'the stones were hung.....making a loud noise', providing the correct answer is also included.</i> <i>accept the idea of 'protecting animals'.</i> <i>accept 'animals' for 'predators'.</i> <i>reference to 'musical instruments' negates the answer.</i>
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	

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	

Exercise 3

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

Question	Answer	Marks	Guidance
9	Award one mark for each acceptable response, up to a maximum of four marks: <i>How storytellers should prepare for telling a story:</i> 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	<i>the answer should follow the heading: – in points 1, 3, 4, 5 a verb is required and in point 2 accept either alternative.</i> <i>point 4: accept 'listen' for 'watch'.</i>

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	

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	<u>Task fulfilment</u> • Task is fulfilled. • Content is fully relevant throughout. • Consistently appropriate style for the text type. • Excellent sense of purpose and audience. <u>Development of ideas</u> • Content is very well developed.
3–4	<u>Task fulfilment</u> • Task is generally fulfilled. • Content is generally relevant. • Generally appropriate style for the text type. • Generally good sense of purpose and audience. <u>Development of ideas</u> • Content is generally developed.
1–2	<u>Task fulfilment</u> • 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. <u>Development of ideas</u> • Limited attempt to develop content.
0	No creditable response

Table B: Language

Marks	Description
7–9	<u>Range and accuracy</u> • 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. <u>Organisation</u> • Effectively organised and sequenced. • Uses a wide range of linking words and/or other cohesive devices appropriately.
4–6	<u>Range and accuracy</u> • 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. <u>Organisation</u> • Generally well organised and sequenced. • Uses a range of linking words and/or other cohesive devices generally appropriately.
1–3	<u>Range and accuracy</u> • Content is communicated but lacks clarity. • Uses only common vocabulary. • Uses only simple structures. • Lack of control of language. Errors impede communication. <u>Organisation</u> • Limited attempt at organisation and sequencing. • Limited attempt to use linking words and/or other cohesive devices.
0	No creditable content.