

**MARK SCHEME for the May/June 2012 question paper  
for the guidance of teachers**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/11**                      Paper 1 (Reading and Writing – Core),  
maximum raw mark 56

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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**Exercise 1 SKYDIVING WITHOUT A PLANE**

- (a) indoor skydiving / skydiving without a plane  
/ flying as high as 12 metres / flying 12 metres above the ground [1]
- (b) 200–250 visitors per day / 1200 online fans / plans to increase the number of instructors  
TWO FROM THREE FOR ONE MARK [1]  
*accept 'more than 200 visitors per day'*
- (c) a lesson [1]
- (d) they can't talk to the divers / they can't talk to them [1]
- (e) to make everybody fly [1]
- (f) 145 dirham(s) /145 AED [1]

**Max total for exercise 1: 6 marks**

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**Exercise 2 TRAPPED FOR MONTHS**

- (a) in a crisis
- (b) 25 days [1]
- (c) attached a note to a drill [1]
- (d) how people survive stressful conditions  
how people react when emergencies occur 1 MARK FOR EACH DETAIL [2]
- (e) the video showing them without shirts and unshaven  
/ they saw them without shirts and unshaven [1]
- (f) unity and discipline [1]
- (g) firstly / early on – vitamin drinks  
later / finally – hot meals / meatballs with rice [1]
- (h) 15 centimetres / 15 cm(s) [1]
- (i) they read a guide / they read (a book called) 'Talking to the Media'  
/ they read a book (in order) to speak to journalists [1]

**Max total for exercise 2: 10 marks**

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**Exercise 3 VISITORS TO THE USA: 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 and underline) must be observed with total accuracy.*

**VISITORS TO THE USA**

**SECTION A Personal details**

Full name: Mohamed Hassan / Hassan Mohamed  
DELETE FEMALE  
Date of birth: 24 March 1994  
City and country of birth: Amman (and) Jordan / Jordan (and) Amman  
Nationality: Jordanian

**SECTION B Details of visit**

Passport number: 429863005  
Place of departure: Dubai  
Means of travel: TICK flight If flight, please give number EK472  
Date and time of arrival: 3<sup>rd</sup> August (at/and) 15:10 / 15:10 (on/and) 3<sup>rd</sup> August  
Total length of stay: UNDERLINE 1–2 months  
Contact address in the USA: Metropolitan Towers 343 Lexington Avenue New York  
Main reason for visit: CIRCLE holiday

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

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**SECTION C:**

*Max. total for Section C:*

In the space below, write **one** sentence about your travel arrangements from the airport to your contact address, and **one** sentence about what you plan to do during your visit.

Sentence 1 and 2 must be written from the point of view of Mohamed Hassan.

**Sentence 1**

It is expected that candidates will write about Mohamed's uncle meeting him at the airport and travelling by car to the apartment.

Sample sentence:

My uncle is going to drive me to his apartment in New York.

**Sentence 2**

It is expected that candidates will write about observing TV news / seeing the sights of New York / visiting the Grand Canyon.

Sample sentence:

I plan to visit the sights of New York and the Grand Canyon.

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

**2 marks:** proper sentence construction; correct spelling, punctuation and grammar; gives the information asked for

**1 mark:** proper sentence construction; 1–3 errors of punctuation/spelling/grammar (without obscuring meaning); gives the information asked for

**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: 10 marks***

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#### Exercise 4 THE MAN WITH THE GIFT OF DOWSING

Correct responses only apply if they are placed under the correct sub-heading (as detailed below). Only one mark may be awarded per line.

Add the correct answers to give a total out of 6.

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

##### Costas' early discoveries (max 2 marks this heading)

- 1 his gift
- 2 metal went wild in his hands
- 3 underground water

##### What Costas can tell companies about water underground (max 2 marks this heading)

- 4 the quantity
- 5 the quality / the purity / whether it contains any salt
- 6 distinguish water from other liquids
- 7 the depth / how deep the water is
- 8 the direction of flow

##### Tools that Costas now uses to detect water (max 2 marks this heading)

- 9 rod with a loop at either end
- 10 (rod and) twig / small piece of wood
- 11 pendulum / weight on piece of string

**Max total for exercise 4: 6 marks**

#### Exercise 5 THE MAN WITH THE GIFT OF DOWSING: SUMMARY

This exercise is marked for language, not content, but if content is entirely irrelevant to the task, a mark of zero should be awarded.

Count words and do not mark anything exceeding 70 words, as specified in the question. Candidates will not be assessed on anything they have written after this limit, but will not be penalised per se for exceeding it.

- 0 meaning obscure because of density of language errors and serious problems with expression / nothing of relevance
- 1 expression weak / reliance on lifting from the passage
- 2 expression limited / reliance on copying out the notes, but some sense of order
- 3 expression good, with attempts to group and sequence ideas in own words
- 4 expression very good: clear, orderly grouping and sequencing, largely own words

**Max total for exercise 5: 4 marks**

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### Exercise 6 FIRST TIME FOR EVERYTHING

### Exercise 7 CARS – ADVANTAGES AND DISADVANTAGES

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 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 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.

**Max total for exercise 6: 10 marks**  
**Max total for exercise 7: 10 marks**



**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)
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>
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>