



**Cambridge Assessment
International Education**

Example Candidate Responses – Paper 1

**Cambridge IGCSE™ / IGCSE (9–1)
English as an Second Language
0510 / 0511 / 0991 / 0993**

For examination from 2024



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Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge IGCSE / IGCSE (9–1) English as a Second Language.

This booklet contains responses to all questions from June 2024 Paper 1. Exercises 1 to 4 responses have been written by a Cambridge examiner to demonstrate a correct answer and are accompanied by examiner comments highlighting common errors and misconceptions where they are relevant. For Exercises 5 and 6 we have selected candidate responses to show how different levels of candidates' performance (high, middle and low) relate to the syllabus requirements. This document helps teachers to assess the standards required to achieve marks beyond the guidance of the mark scheme.

The questions and mark schemes are available on the [School Support Hub](#)

0510 / 0511 June 2024 Question Paper 13

0510 / 0511 June 2024 Mark Scheme 13

Past exam resources and other teaching and learning resources are available on the [School Support Hub](#)

Exercise 1

Question 1

Who did Liam start a beekeeping club with?

a colleague [1]

Question 2

Where did the club put its hives initially?

neighbour's farm [1]

Question 3

What kind of workshop is the club planning to run in the future?

gardening [1]

Question 4

What is the most popular workshop activity with children?

making candles [1]

Question 5

How does the club get money?

selling honey [1]

Question 6

What advice does Liam give people who want to start keeping bees?
Give **three** details.

find out the cost

research suitable locations

join a club [3]

[Total: 8]

Examiner comment

- This exercise was generally very well attempted and there were few omissions. Some candidates needed to apply greater precision when reading the questions.
- Responses for **Question 1** indicated that some candidates seemed to misunderstand the focus of the rubric, i.e. who Liam started the beekeeping club with, and gave 'his dad' as an incorrect answer.
- **Question 4** produced the greatest number of incorrect responses, largely because of the inclusion of extra incorrect information. The focus of the question was the 'most popular' workshop activity, which corresponded to 'particularly enjoy' in the text. As a result, responses which included 'honey, biscuits and soap' in addition to 'making candles' could not be awarded the mark.

Exercise 2

Question 7

Which person ...

- | | | |
|--|------------------|-----|
| (a) suggests they prefer playing music in the company of others? | ... <i>D</i> ... | [1] |
| (b) hopes to receive public approval for their music? | ... <i>B</i> ... | [1] |
| (c) believes you can be a successful musician without a teacher? | ... <i>A</i> ... | [1] |
| (d) refers to being inspired by a family member? | ... <i>B</i> ... | [1] |
| (e) wishes they had not been discouraged by the views of others? | ... <i>C</i> ... | [1] |
| (f) talks about the relaxing effect of playing music? | ... <i>A</i> ... | [1] |
| (g) created something that was a great success? | ... <i>D</i> ... | [1] |
| (h) offers a tip about how to overcome personal disappointment? | ... <i>C</i> ... | [1] |
| (i) mentions an event that changed their opinion? | ... <i>B</i> ... | [1] |

[Total: 9]

Examiner comment

- (f) and (i) were more challenging for candidates, although they were also quite well attempted.
- For (f), candidates needed to select the text which mentioned the 'relaxing effect of playing music'. The salient detail appears in source Text A – 'My guitar.....is the first thing I pick up when I get home....It helps me escape my everyday worries and pressures'. Text C was most frequently supplied in error, suggesting that candidates were distracted by the word 'calming' in the first line. This could not be awarded the mark as it referred to the effect on the writer of listening to music rather than playing it.
- For (i), the focus of this item was an event which changed the writer's opinion about something. The event in question was 'my first concert', which appears in Text B. The writer explains how participating in the concert changed her opinion of the type of person she is, i.e. she thought she was a shy person, but after performing at the concert she realised that this wasn't the case. While incorrect responses suggest that some candidates word-spotted 'local event', the range of incorrect answers supplied suggests that candidates needed more practice in inference.

Exercise 3

Question 8

Reasons why living walls are popular:

- *bring nature into urban environments*.....
- *improve mood*.....
- *reduce heat loss*.....
- *make surrounding air cleaner*..... [4]

Question 9

Disadvantages of living walls:

- *hard work to maintain*.....
- *create mess*.....
- *expensive*..... [3]

[Total: 7]

Examiner comment

- In this exercise, candidates missed marks for **Question 8** where they didn't include an appropriate verb or a salient noun. Occasionally, candidates were not awarded a mark where they may have paraphrased and as a result lacked precision, e.g. some gave 'change your mood', which did not convey the same idea as 'improve your mood'.
- For **Question 9**, some candidates missed out on marks because they omitted useful information, e.g. stating 'they are hard work' without including 'to maintain', and a number of candidates gave 'reduction of heat loss', which was key for **Question 8**.

Exercise 4

Question 10

What does Emma say about her first job?

A It was supposed to be a long-term position.

B It was an important role in the company.

C It taught her some useful skills.

[1]

Question 11

What does 'happy accidents' in paragraph 2 mean?

A mistakes that have unexpected results

B errors that spoil what has been produced

C failed experiments that are easy to learn from

[1]

Question 12

In paragraph 3, Emma mentions how some people

A envy her flexible working hours.

B underestimate how demanding her job is.

C suggest that she should work elsewhere.

[1]

Question 13

What does Emma say about technology in paragraph 4?

- A It makes people less patient.
- B It has limited benefit for artistic people.
- C It has little connection to the popularity of pottery.

[1]

Question 14

What does 'it' refer to in line 37?

- A being interviewed in a TV studio
- B failing to make the final selection
- C applying for a place on the show

[1]

Question 15

What do we learn about Emma in the final paragraph?

- A She sometimes doubts her own ability.
- B She's easily influenced by others' opinions.
- C She lacks a competitive spirit.

[1]

[Total: 6]

Examiner comment

- For **Question 13**, candidates were required to identify Emma's view on technology. Option B was most frequently supplied in error, possibly because candidates were distracted by Emma's view that 'working with a natural material' is wonderful. This is an opinion of pottery rather than technology, however, and we learn later in the paragraph that Emma acknowledges the part digital technology can play in helping with creativity, so ruling out option B. The correct answer, option A, can be found in the sentence 'not getting instant results like those we've come to expect from the internet... is something that many of us struggle with', which expresses her view that technology has made people less patient.
- Question 14** underlined the importance of understanding the use of referencing as a reading skill, and there were a number of incorrect answers. Candidates needed to focus on the key word 'it' in the numbered line of the text and read the sentence which contains this word carefully. The targeted phrases in all three options appear in paragraph 5, and candidates should consider which phrase accurately corresponds to the text sentence where 'it' is found, 'it was a bit of a relief as she'd been so nervous about being in front of the cameras'. In this instance, 'it' refers back to her not 'making the final selection', option B. The sentence expresses her relief that something did not happen.

Options A and C could be ruled out because she did apply for a place on the show and was interviewed in a TV studio.

- For **Question 15**, candidates were required to identify what could be learned about Emma in the final paragraph. The correct option, A, is rooted in the sentence ‘the whole experience gave her the boost of confidence she needed...’. Candidates most commonly gave option C in error, possibly as a result of candidates assuming she didn’t want to watch the TV show because she assumed the focus would be on the competitors, which was an aspect that didn’t appeal to her.

Exercise 5

Example Candidate Response – high

Examiner comments

Hi Emma,

I'm reaching out to let you know I damaged the jacket I borrowed from you. I'm really sorry; I'll pay it back and even help you find a similar one if you wish.

As you know, I was invited to celebrate ~~some progress~~ the city council's progress in improving the safety and quality of tap water, ~~but~~ and every attendee needed to wear ~~blue~~ formal blue clothing. Sincerely, I found it quite frustrating, and now I blame that requirement, together with my own foolishness, for the fate of your jacket. Again, I'm so sorry. You were a life-saver for letting me borrow it. I'm so ashamed.

They served us ~~for~~ tacos at the event, but I'd never tried Mexican food, and I spilled it all over myself. It had tons of hot sauce, ~~too~~, so I got sick and damaged it even more. I'll spare you the details on that, but it's beyond recovery, and for that I'm incredibly regretful.

As I said, I'm willing to pay you the jacket's cost and help you find another one, too.

Thanks, and sorry ~~again~~ once more,
Santiago.

- 1 The candidate shows skilful coverage and development of the three bullet points, which demonstrates that these do not necessarily need to be addressed in the order in which they appear.
- 2 The candidate shows a range of vocabulary.
- 3 The candidate gives examples of interaction with the reader.
- 4 The candidate uses discourse markers for cohesion.
- 5 The candidate occasionally lapses in their choice of language.
- 6 This shows examples of the candidate's skilful use of complex forms.

Mark for Content = 6 out of 6

Mark for Language = 9 out of 9

Total mark awarded = 15 out of 15

How the candidate could improve their answer

- The response was consistent in terms of both relevance and sense of purpose. It was concise in terms of development, but provided sufficient detail for top content marks.
- The candidate communicated the content skilfully throughout, and they demonstrated an excellent range of vocabulary and complex structures. There were occasional instances, however, where the candidate used language which was too formal for this genre of writing.

Example Candidate Response – middle

Examiner comments

Dear cousin, I hope ¹ life is going good. I am writing ~~to~~ this email to tell you something important. Last week I borrow one of your ¹ favorite jacket to go to a party ² because your jacket match perfect with ³ my ³ outfit because the ⁴ theme of the party was neon ³ light and the colours of your jacket were perfect for the oca~~tion~~. ¹ The party was going ex~~ceptional~~ until one of my friend suggest to ~~to~~ play ⁴ football but at that time I had ~~the~~ the ~~soda~~ soda in my hand and ² just a couple of seconds the soda fall on the jacket, I tried to clean~~it~~ it with different things but nothing works. So I decided to ~~to~~ returned back to you and to fix the damage ² I will buy you a new jacket I hope it arrives soon. I wait for your ~~answe~~ answer see you later.

¹ The candidate demonstrates some sense of audience and sets an appropriate tone for the email.

² The candidate attempts to develop the three bullet points.

³ The candidate makes some attempts at less common vocabulary.

⁴ There are some attempts at complex sentence forms. The candidate's control of past tenses is inconsistent, but errors do not impede understanding of what they have written.

Mark for Content = 5 out of 6

Mark for Language = 5 out of 9

Total mark awarded = 10 out of 15

How the candidate could improve their answer

- The candidate fulfilled the task in terms of content with an attempt to develop each of the bullet points and they adopted an appropriate style for this genre of writing. For top content marks to have been awarded, the candidate needed to expand further some of the ideas presented and show greater interaction with the reader.
- The candidate structured the response well and there was a sense of cohesion and coherence to the email. They made clear attempts to use some less common vocabulary and examples of compound-complex sentence forms. A greater degree of accuracy, particularly in the use of verb forms and tenses, however, would have helped the candidate to achieve higher marks for language.

Example Candidate Response – low	Examiner comments
<p>Hi cousin, do you remember that I was on winter station in my vacations time and you give me your orange jacket? well, happened that I was eating something and in a moment I damage your jacket with food, it was an accident, but I needed again for my next vacations. For the disorder that I made I can clean again in a place that people clean very well their clothes, in this case I'm going to clean the jacket. I have to use that jacket again, because I'm going to visit London in winter times, and this is the jacket that I like, because its cover me for the cold times that do there. But for the success that happened in my last vacations, sorry, I'm going to give the most solution clean the jacket again, because I understand that it cost €500, and it is not easy to clean that. I hope that this problem can have best solution. Total words: 160 words</p>	<p>1 The candidate's lack of control of the language they use impedes communication of their ideas.</p> <p>2 The candidate refers to borrowing the jacket, but they do not describe the event.</p> <p>3 The candidate shows good use of rhetorical questions, providing some sense of purpose and audience.</p> <p>4 The candidate attempts some interaction with the reader.</p> <p>5 The candidate's repetition of ideas / language limits development.</p> <p>6 The candidate attempts to describe why the jacket is needed in paragraph 2, i.e. for a vacation, although this is with reference to a future event.</p> <p>7 The candidate shows some appropriate use of common vocabulary.</p> <p>Mark for Content = 3 out of 6 Mark for Language = 3 out of 9</p> <p>Total mark awarded = 6 out of 15</p>

How the candidate could improve their answer

- The structure and content of this response indicated some misunderstanding of the rubric.
- In terms of content, the candidate attempted to cover all three bullet points in the first paragraph, but perhaps realised that this was insufficient given the word count and went on to provide more detail in the second paragraph. Although there was some extra content, this was quite repetitive and lacking clarity in places. Overall, the response required greater development of all three bullet points.
- The apparent misunderstanding also impacted the structure of the response. The candidate could have improved the organisation by dealing with the three bullet points separately and attempting to develop each of these before moving on to the next.
- The candidate demonstrated some appropriate use of common vocabulary, but there was limited control of language in places and they did not always convey their ideas clearly. They also frequently repeated of some vocabulary items. More varied content could have helped the candidate to demonstrate a greater range of language.
- Overall, more careful reading of the rubric and some time spent on planning could have resulted in a more effective response.

Common mistakes and guidance for candidates

- For this exercise it was important that candidates read the rubric carefully to identify who the recipient was and what type of information should be included in the response. All three bullet points needed to be addressed for the full range of marks to be available.
- It was common for candidates to address at least one of the bullet points more fully than the others. This does not mean that full marks for content could not be achieved, but higher band marks were more likely to be awarded where there were attempts to develop all three points.
- Candidates also needed to make sure that they responded in a suitably informal style and register for the target audience. While most demonstrated an awareness of email format and included an appropriate salutation and sign off, a common error was to produce responses which were rather narrative and lacked the conversational tone required when writing to a friend or family member. The most effective responses drew the reader in through addressing them directly and sustaining an informal, interactional style throughout.

Exercise 6

Example Candidate Response – high

Examiner comments

1 Our weekend at the activity center was enjoyable, but some students had criticisms that may be used to improve 2
 3 future activity weekends. Both positive aspects and suggestions will be discussed in this report.

4 my classmates
 (Students said) First, students said they had fun trying the different sports available, such as rock climbing and sailing.
 3 For many of them, it was an opportunity to take a break from academic stress and take their 5 minds off their responsibilities, especially in view 5 of exam season and 1GCSEs. 6

4 5 5
 The accommodation was also a highlight. It was spacious and comfortable, and many people said they loved spending their weekend somewhere new. 6

4
 (Lastly,) The staff was one of the most positive aspects, as well. By all accounts, they were very attentive and kind. 6

4
 Although we mostly enjoyed it thoroughly, there are also opportunities were not for improvement. Some of my classmates told me the meals (weren't) 3
 6 large enough for the amount of physical effort (there was) they 3 made, so it would be a welcome change for more food to be offered. 2
 Many people were 4 also disappointed that they didn't have time to try every sport because (there was too much time spent) organizing the 3 movement of students within the center with teachers took too long. 6
 In the future, arrangements could be 2 made ahead of time to be more efficient. 5

- 1 The candidate starts with a clear, concise introduction.
- 2 The candidate uses the passive voice throughout the report giving it the objective, formal register appropriate for report writing.
- 3 This compound-complex opening sentence, containing effective use of an attributive adjective, is an example of the candidate's range and control of language. This is sustained throughout the report.
- 4 Sequencing and signposting language is used effectively to organise the candidate's ideas and provide cohesion to the report.
- 5 The candidate uses a wide range of vocabulary.
- 6 The candidate expands on the prompts provided with original ideas.

Mark for Content = 6 out of 6

Mark for Language = 9 out of 9

Total mark awarded = 15 out of 15

How the candidate could improve their answer

This is a successful response which showcases the candidate's linguistic range. It is not essential, however, for candidates to produce writing of this level to achieve high marks. A response which covers all aspects, but has lapses in style, occasional grammatical errors and / or varying levels of detail can also be awarded high marks.

Example Candidate Response – middle

Examiner comments

My name is ¹Manuela and this is my report about the activity ²that we have the last weekend, all of the sports activities was so funny. I ¹liked a lot to have the climbing rock activity, my classmates told me that the time we ²spend there was so short and they couldn't try all of the sports so I think ~~(that)~~ that a recommendation would be that we can have more time ³to ~~(even)~~ enjoy the activities.

⁴In other topic we loved the accommodation because the boys were in other section so the girls ²have more calm space and in the rooms we were 5 in ⁵each room we enjoy ¹a lot because I were with my best friend and three other girls that I ¹don't talk a lot but we now are so close friends.

⁴another topic that me and my friends talk was about the meals they were so small so we all the day were hungry, all of our energy were spend in the activities and the food the gave us more energy was too small for us so that is one more recommendation

⁴Finally I think is a very good experience and we have a lot of good moments, we want to have this activity all the years, thanks ¹for everything It was a great experience. ²

¹ The candidate introduces the text as a report, but tends to adopt an informal, personal tone. As a result, the piece lacks the objectivity required for this genre of writing.

² The candidate's control of past tenses is inconsistent, but their errors do not impede understanding.

³ The candidate attempts a complex sentence structure.

⁴ The candidate uses some signposting language to organise the content.

⁵ Although the candidate relies heavily on the prompts, there is an attempt to develop at least one of these with some original thought.

Mark for Content = 4 out of 6

Mark for Language = 4 out of 9

Total mark awarded = 8 out of 15

How the candidate could improve their answer

- The candidate could have improved this response by adopting a more formal, objective tone as required for report writing.
- Although the candidate addressed both aspects and attempted some development, they also relied on the prompts. The candidate could have improved this response by adding more detail to some of the ideas presented.
- The content was generally well organised and there was some ambition in terms of structure. The candidate could have improved this response by demonstrating a greater range of vocabulary and a greater degree of accuracy, particularly in the use of language forms and tenses. They could also have taken greater care in their use of punctuation.

Example Candidate Response – low

Examiner comments

1 Hello teacher, the activity weekend was so enjoyable. 2
 There are a lot of sports, some like 2 rock climbing,
 golf, baseball, etc... First they made a welcome to us,
~~they~~ showing us how were the activity centre. After
 3 seeing all the place, they start the day with a
 match of baseball, they 2 explained us the rules,
 and start the game. But obviously the stronger and
 faster ones were better in 5 the game, not like me. 4
 I was the worst player. When the baseball game
 3 finished, we played golf, that was my favorite. 4
 The things that you need to know the temperature
 the wind, the distance, only to know the force that 2
 you need to use to through the ball to the hole
 was amazing. We played other games, but we
 couldn't do all, and that was all the activity 4
 weekend.

- 1 The candidate directly addresses the teacher, which is inappropriate for report writing.
- 2 The candidate uses a range of common vocabulary appropriately.
- 3 The candidate makes some attempts at complexity. Accuracy is lacking, but errors do not impede understanding.
- 4 Direct reference to the writer results in a style inappropriate for this genre of writing.
- 5 The candidate uses some sequencing language to organise the content.

Mark for Content = 2 out of 6

Mark for Language = 4 out of 9

Total mark awarded = 6 out of 15

How the candidate could improve their answer

- The candidate seems to have misunderstood the requirements of this task. The register they used was not appropriate for a report, and only one aspect was addressed which had an immediate effect on the number of marks that could be awarded for content.
- To improve their answer, the candidate could have included an introduction which provided some context and set out what would be covered in the report. They could also have adopted a more formal and objective tone, for example, any direct reference to the writer should be avoided.
- In this response, the candidate lost focus quite quickly and rather than discussing the activity centre from several perspectives, focused on sport alone. While original content is always to be encouraged, the candidate could have drawn on the prompts provided to produce a response which went beyond a description of sport. This might also have enabled the them to demonstrate a wider range of vocabulary.

Common mistakes and guidance for candidates

- For this exercise, it is important that candidates read the rubric carefully to identify the purpose and audience as this may vary from one session to the next. It is worth noting, however, that this final writing task always requires a more formal tone and register.
- To make sure that an appropriate style is used, i.e. the content is factual, informative and objective, candidates should start with an introduction that provides some context and sets out the purpose of the writing. The use of signposting language to move from one point to the next can also help to provide a sense of cohesion and logical flow. To achieve objectivity, candidates should try to focus on the facts and avoid making direct reference to themselves. Taking this approach not only ensures a more appropriate register, but also encourages greater linguistic complexity through the use of passive verb forms, for example.
- For this exercise, it was also important for candidates to notice if a second aspect needed to be addressed, because not doing this would immediately affect the number of marks available for content. It is often the case that the second aspect is not covered explicitly, or receives less coverage and is sometimes addressed in one or two sentences only. While this does not necessarily limit the marks available for content, higher band marks are more likely to be awarded where both aspects are fully addressed.

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