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.

Cambridge International will not enter into discussions about these mark schemes.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:   Marks must be awarded in line with: • the specific content of the mark scheme or the generic level descriptors for the question   • the specific skills defined in the mark scheme or in the generic level descriptors for the question   • the standard of response required by a candidate as exemplified by the standardisation scripts.
GENERIC MARKING PRINCIPLE 2:   Marks awarded are always **whole marks** (not half marks, or other fractions).
GENERIC MARKING PRINCIPLE 3:   Marks must be awarded **positively**:   • marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate   • marks are awarded when candidates clearly demonstrate what they know and can do   • marks are not deducted for errors   • marks are not deducted for omissions   • answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
GENERIC MARKING PRINCIPLE 4:   Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.
GENERIC MARKING PRINCIPLE 5:   Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6:   Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

IGCSE English as a Second Language Core tier Reading/Writing (Paper 1)

This component forms part of the Core tier assessment of IGCSE English as a Second Language and tests the following Assessment Objectives:

AO1: Reading
R1 identify and retrieve facts and details
R2 understand and select relevant information
R3 recognise, understand ideas, opinions and attitudes and the connections between the related ideas
R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

AO2: Writing
W1 communicate clearly, accurately and appropriately
W2 convey information and express opinions effectively
W3 employ and control a variety of grammatical structures
W4 demonstrate knowledge and understanding of a range of appropriate vocabulary
W5 observe conventions of paragraphing, punctuation and spelling
W6 employ appropriate register/style

Overview of exercises on Paper 1

		Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	R1 R2	7		–	**7**
Exercise 2	Reading (2)	R1 R2 R4	11		–	**11**
Exercise 3	Information transfer	R1, R2	10	W1, W5	4	**14**
Exercise 4	Note-making	R1, R2, R3	7		–	**7**
Exercise 5	Summary		–	W1, W2, W3, W4, W5	5	**5**
Exercise 6	Writing (1)		–	W1, W2, W3, W4, W5, W6	13	**13**
Exercise 7	Writing (2)		–	W1, W2, W3, W4, W5, W6	13	**13**
						70

Exercise 1

Question	Answer	Marks
1(a)	15 May / 15th May	**1**
1(b)	US $6 (per person)	**1**
1(c)	one month before (event) / June	**1**
1(d)	11	**1**
1(e)	medal	**1**
1(f)	(because) it might get hot (later)	**1**
1(g)	US $20 000	**1**

Exercise 2

Question	Answer	Marks
2(a)	(a) couple of weeks	**1**
2(b)	(US$) 25 000	**1**
2(c)	living in a small space how much food and drink they would need **ONE MARK FOR EACH CORRECT DETAIL**	**2**
2(d)	buying safety equipment buying medicine Patricia saw a dentist	**1**
2(e)	fewer stops (for refuelling) / cost less money / financially / saved time	**1**
2(f)	(used all their) savings *allow mention of 'trading possessions for supplies' as additional information*	**1**
2(g)	exchanged it for (enough) food	**1**
2(h)	January and May **BOTH REQUIRED FOR ONE MARK**	**1**
2(i)	meeting other travellers	**1**
2(j)	(because) she crossed over to the other boat / it was dangerous	**1**

Exercise 3

Question	Answer	Marks
3	**Section A: Personal details**	
	Full name: **Eliza Bolton**	**1**
	Age: **16**	**1**
	Address: **34 Avenue Walk Dorsley**	**1**
	Email: **elzbtn@online.com**	**1**
	Section B: Course details	
	Course selected: TICK **write your own play**	**1**
	Month of course: **July**	**1**
	Location: CIRCLE **Milltown**	**1**
	Do you need a parking space at the venue? DELETE **YES**	**1**
	Section C: Other details	
	How did you find out about our courses? **Poster**	**1**
	Can we use photos…? DELETE **NO**	**1**
	Total for sections ABC	**10**

Question	Answer	Marks
	Section D	
	Sample sentence 1. I have appeared in a play called Downtown Story.	**Max 2**
	Sample sentence 2. I have studied classical ballet and modern dance since the age of 4.	**Max 2**
	Marking Criteria **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.*	
	Total for Section D	**4**

Exercise 4

Question	Answer	Marks
4	**Benefits of using technology to learn about the environment**	**Max 3**
	1 show predictions about future / explains how different pollution levels will affect a lake 2 information collected (by the student) 3 (students) can do experiments outside classroom 4 access latest information 5 see the long-term effects of different solutions 6 students respond well (to educational games) 7 compare results with students (in other countries)	
	Problems identified when using technology to learn about environment	**Max 2**
	8 too much time spent/wasted on (electronic) devices 9 not everyone has smartphones 10 not everyone has access to tablets 11 games don't give detailed information *accept 'Timespeed' instead of games*	
	Solutions to the problems	**Max 2**
	12 limit how often (devices are) used 13 free phones for schools 14 cheaper internet access for schools/special deals for schools 15 new improved (game)/more relevant version (game)	

Exercise 5

Question	Answer	Marks
5	**Language**	**5**
	0 marks: no understanding of the task / no relevant content / meaning completely obscure due to serious language inaccuracies	
	1 mark: copying without discrimination from text / multiple language inaccuracies	
	2 marks: heavy reliance on language from the text with no attempt to organise and sequence points cohesively / limited language expression making meaning at times unclear	
	3 marks: some reliance on language from the text, but with an attempt to organise and sequence points cohesively / language satisfactory, but with some inaccuracies	
	4 marks: good attempt to use own words and to organise and sequence points cohesively / generally good control of language	
	5 marks: good, concise summary style / very good attempt to use own words and to organise and sequence points cohesively	

Question	Answer	Marks
6	Email	**13**

Question	Answer	Marks
7	Extended writing	**13**

The following general instructions, and table of marking criteria, apply to both exercises.

1   Award the answer a mark for **content (C)** [out of 7] and a mark for **language (L)** [out of 6] in accordance with the General Criteria table that follows.

2   **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).

3   **Language** covers *style* (i.e. complexity of vocabulary and sentence structure) and *accuracy* (of grammar, spelling, punctuation and use of paragraphs).

4   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.

5   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.

6   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.

7   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 decide on a mark, and if there are no paragraphs, deduct one mark.

8   If the essay is considerably **shorter than the stated word length**, fewer than 70 words, it should be put in mark band 2–3 for content or lower for not fulfilling the task. The language mark is likely to be affected and is unlikely to be more than one band higher than the content mark.

9   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.

10   If the essay is **partly relevant** and therefore in mark band 2–3, the full range of marks for language is available.

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)
6–7	**Effective**: **_Relevance_**: Fulfils the task, with appropriate register and a good sense of purpose and audience. *Award 7 marks.* Fulfils the task, with appropriate register and some sense of purpose and audience. *Award 6 marks.* **_Development of ideas_**: Ideas are developed at appropriate length. Engages reader's interest.	6	**Competent**: **_Style_**: Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. *Award 6 marks.* **_Accuracy_**: Generally accurate with frustrating errors. Appropriate use of paragraphing. *Award 6 marks.*
4–5	**Largely relevant**: **_Relevance_**: Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions. *Award 5 marks.* Does not quite fulfil the task although there are some positive qualities. There may be digressions. *Award 4 marks.* **_Development of ideas_**: Material is satisfactorily developed at appropriate length.	4–5	**Satisfactory**: **_Style_**: Mainly simple structures and vocabulary but sometimes attempting a wider range of language. *Award 5 marks.* Mainly simple structures and vocabulary. *Award 4 marks.* **_Accuracy_**: Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence. *Award 5 marks.* Meaning is generally clear. Simple structures are usually sound. Errors do not interfere with communication. Paragraphs are used but without coherence or unity. *Award 4 marks.*

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
2–3	**Partly relevant**: *Relevance*: Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. *Award 3 marks*. Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. *Award 2 marks*. *Development of ideas*: Supplies some detail but the effect is incomplete and repetitive.	2–3	**Errors intrude**: *Style*: Simple structures and vocabulary. *Accuracy*: Meaning is sometimes in doubt. Frequent errors do not seriously impair communication. *Award 3 marks*. Meaning is often in doubt. Frequent, distracting errors which slow down reading. *Award 2 marks*.
0–1	**Little relevance**: Very limited engagement with task, but this is mostly hidden by density of error. *Award 1 mark*. No engagement with the task or any engagement with task is completely hidden by density of error. *Award 0 marks*. If essay is completely irrelevant, no mark can be given for language.	0–1	**Hard to understand**: Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. *Award 1 mark*. Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. *Award 0 marks*.