ENGLISH AS A SECOND LANGUAGE   **0510/22**

Paper 2   Reading and Writing (Extended)   **May/June 2017**

MARK SCHEME

Maximum Mark: 90

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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IGCSE English as a Second Language Extended tier Reading/Writing (Paper 2)
This component forms part of the Extended tier assessment of IGCSE English as a Second Language and tests the following Assessment Objectives:

AO1: Reading
R1 understand and respond to information presented in a variety of forms
R2 select and organise material relevant to specific purposes
R3 recognise, understand and distinguish between facts, ideas and opinions
R4 infer information from texts

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 2

		Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	R1, R2	9		–	**9**
Exercise 2	Reading (2)	R1, R2, R4	15		–	**15**
Exercise 3	Information transfer	R1, R2, R4,	6	W1, W5	2	**8**
Exercise 4	Note-making	R1, R2, R3	9		–	**9**
Exercise 5	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5	5	**11**
Exercise 6	Writing (1)		–	W1, W2, W3, W4, W5, W6	19	**19**
Exercise 7	Writing (2)		–	W1, W2, W3, W4, W5, W6	19	**19**
						90

Question	Answer	Marks
1(a)	unpolluted by light / Dark Sky Park	**1**
1(b)	monitor light / control light(ing) / keep light low	**1**
1(c)	bats / nocturnal	**1**
1(d)	daylight hours short(est) / stargazing better	**1**
1(e)	easier to use / less expensive	**1**
1(f)	track automatically (without having to adjust telescope manually)	**1**
1(g)	twenty minutes / 20 mins	**1**
1(h)	use red cover (over torch) / red cover over torch bring red bike light **ONE MARK FOR EACH CORRECT DETAIL**	**2**
	Total:	**9**

Question	Answer	Marks
2(a)	brain growth / (maintaining) memory (skills) / producing chemicals	1
2(b)	hard to remember (simple things) struggle to concentrate negatively **ONE MARK FOR ANY CORRECT DETAIL**	2
2(c)	control how hungry you feel / control hunger	1
2(d)	12 hours / twelve hours / 12 hrs	1
2(e)	her experience (as mother) / mother of teenager / (daughters) / (they) don't always happen	1
2(f)	age position in food chain / higher in food chain / lower in food chain / (not) safe from predators / (little to) fear captivity / in zoo **ONE MARK FOR ANY CORRECT DETAIL**	2
2(g)	brown bat **AND** 20 hours / twenty hours	1
2(h)	level that allows (us) to stay alert	1
2(i)	light / small / snack	1
2(j)	night shifts / working at night / change sleep routine not enough wind-down time / not enough relaxing (time) screens waking up frequently age / being older large meal late / eating large evening meal / digestion problems **ONE MARK FOR ANY CORRECT DETAIL**	4
	Total:	15

Question	Answer		Marks
3	**Section A: Personal Details**		
	Full name:	**Ryan Taylor / Taylor Ryan**	✓
	Date of Birth:	**13.03.2001 / 13 March 2001**	✓
	Address:	**265 High Grove Road, Perth (Australia)**	✓
	Preferred contact:	walkers@aust.net.au	✓
	Emergency contact:	**Jessica Taylor**	✓
	Relationship**:**	**mother / parent**	✓
	Section B: Holiday Details		
	Start date:	**8 April**	✓
	Length of stay:	**5 days / five(-)day holiday**	✓
	Dietary considerations:	**allergic to egg(s) / egg allergy / no egg(s)**	✓
	Do you need sleeping bag…:	**DELETE** NO	✓
	Main activity:	**rock climbing**	✓
	Additional activity:	**caving**	✓
	Total for Sections A and B:		**6**

Question	Answer	Marks
	Section C	
	Example sentences: I enjoy outdoor activities and I'm hoping to develop a career in this area. I love rock climbing and there are some fairly tough climbs nearby. I'll benefit from this holiday as I want to learn more about geology.	
	Maximum total for Section C:	**2**
	Total for Sections A–C:	**8**
	<u>**Marking Criteria**</u> **2 marks**: no fewer than 12 and no more than 20 words; proper sentence construction; correct spelling, punctuation and grammar; relevant to context. **1 mark**: no fewer than 12 and no more than 20 words; proper sentence construction; 1–3 errors of punctuation / spelling / grammar that do not obscure meaning; relevant to context. **0 marks**: more than 3 errors of punctuation / spelling / grammar; and/or irrelevant to context, and/or not a proper sentence; and/or fewer than 12 words or more than 20 words. *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 the sentence should be considered as 1 grammar error.*	

Question	Answer	Marks

4	**Clues that a site is worth investigation**
	  1 single tree / tree in middle of field
	  2 grass not growing
	  3 unusual patterns
	  4 strangely-shaped forest
		Max 3

	Benefits amateurs bring to archaeology
	  5 identify locations / discover sites
	  6 details of size of area of interest
	  7 local knowledge / source of information / find things close to home / find things that might go unnoticed
	  8 assist at site
		Max 3

	Problems caused by amateurs
	  9 animals escape / gates left open
	  10 damaged crops
	  11 information lost / procedures not followed / don't record where items found
	  12 keep what find / not sharing discovery
		Max 3

	Total:	9

Question	Answer	Marks
5	**Content: (up to 6 marks)**	**6**
	Advantages of learning to code:	
	1 job opportunities / opportunities in social networking / ability to design in-house software appealing / improve career prospects	
	2 gain qualification	
	3 think clearly / think logically / exercises brain / uses skills can be transferred	
	4 needs attention to detail	
	5 build applications / build websites / creating games	
	6 huge number of people with shared interest	
	Disadvantages of different ways of learning:	
	7 books not up-to-date	
	8 difficult to attend club / time needed to attend club	
	9 club expensive	
	10 free sites only offer introduction / free sites very basic	
	11 information online not reliable	

Question	Answer	Marks
5	**Language: (up to 5 marks)** **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	5
	Total:	11

Question	Answer	Marks
6	Email	**19**

Question	Answer	Marks
7	Extended writing	**19**

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

1. Award the answer a mark for **content (C)** [out of 10] and a mark for **language (L)** [out of 9] 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 **at least** the 4–5 mark band. If one bullet point is missing, a maximum mark of C4 can be awarded.

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 **at least** 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 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.

8. If the essay is considerably **shorter than the stated word length**, i.e. below 105 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.

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8–9–10	**Highly effective**: *Relevance*: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. *Award 10 marks*. Fulfils the task, with consistently appropriate register and very good sense of purpose and audience. *Award 8/9 marks*. *Development of ideas*: Original, well-developed ideas. Quality is sustained. Outstanding. *Award 10 marks*. Shows some independence of thought. Ideas are well developed, at appropriate length and convincing. The interest of the reader is sustained. *Award 9 marks*. Ideas are well developed and at appropriate length. Enjoyable to read. *Award 8 marks*.	8–9	**Precise**: *Style:* Ease of style. Confident and wide-ranging use of language, idiom and tenses. *Award 9 marks*. A range of language, idiom and tenses. *Award 8 marks*. *Accuracy*: Well-constructed and linked paragraphs with very few errors of any kind.
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.	6–7	**Competent**: *Style:* Sentences show variety of structure and length. Attempt at sophisticated vocabulary and idiom. *Award 7 marks*. Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. *Award 6 marks*. *Accuracy:* Mostly accurate apart from minor errors which may include infrequent spelling errors. Good use of paragraphing and linking words. *Award 7 marks*. Generally accurate with frustrating errors. Appropriate use of paragraphing. *Award 6 marks*.

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	**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*.
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*.

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
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.*