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**ENGLISH AS A SECOND LANGUAGE**

**0510/22**

Paper 2 Reading and Writing (Extended)

**October/November 2017**

MARK SCHEME

Maximum Mark: 90

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**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.

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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 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 2**

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

**Exercise 1: Spring traditions around the world**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)	cleaning and (re)painting / cleaning / (re)painting / making it well-presented	<b>1</b>
1(b)	picnic	<b>1</b>
1(c)	gifts of money	<b>1</b>
1(d)	arrival of (warm) sun	<b>1</b>
1(e)	ashes spread on the fields / ashes encourage growth of new crops	<b>1</b>
1(f)	tropical islands / islands in the south / the south	<b>1</b>
1(g)	(24-hour) news reports / (24-hour) news updates / 24-hour news	<b>1</b>
1(h)	Younger: end of school year Older: hope for a new start <b>ONE MARK FOR EACH CORRECT DETAIL</b>	<b>2</b>

**Exercise 2: Lost and Found**

Question	Answer	Marks
2(a)	shells / fossils	1
2(b)	Singapore Rose	1
2(c)	hit a rough wave turned on its side containers fell overboard / containers fell into the sea <b>ONE MARK FOR EACH CORRECT DETAIL – MAXIMUM TWO</b>	2
2(d)	(local) schoolchildren	1
2(e)	octopus(es)	1
2(f)	after a (bad) storm / when there is a (bad) storm	1
2(g)	life jackets <b>AND</b> ship sails <b>BOTH REQUIRED FOR ONE MARK</b>	1
2(h)	plastic takes centuries to degrade <i>accept alternative wording for 'centuries', i.e. 'a long time'</i> <b>AND</b> threat to marine (wild) life / plastic in the ocean is a threat to wildlife <b>ONE MARK FOR EACH CORRECT DETAIL</b>	2
2(i)	53	1
2(j)	collectors add details of the type of Playgo found for recording the location of the discoveries teaching us about (ocean) currents helping raise awareness of environmental issues / helping raise awareness of threat of plastic <b>ONE MARK FOR EACH FOR ANY FOUR FROM FIVE</b>	4

## Exercise 3: Prize Winner's Holiday Request form

Question	Answer	Marks	
3	<b>Section A</b>		
	Full name of prize winner:	<b>Dominic Briggs</b>	✓
	Age:	<b>17</b>	✓
	Address:	<b>28 Ravenslea Road, Balham, SE12 9RG (central London)(England) (UK)</b>	✓
	Email:	<b>dombr@gmail.com</b>	✓
	Occupation:	<b>CIRCLE: student</b>	✓
	Do you speak other languages?	<b>DELETE: NO</b>	✓
	<b>Section B</b>		
	Full names of other people travelling: Over 18: <b>Georgina Briggs and Harry Briggs/Georgina and Harry Briggs (both parents' names required)</b> Under 18: <b>Rebecca Briggs</b>		✓
	How would you like to travel?	<b>fly / plane / airline / flight</b> <i>accept spellings 'aeroplane' and 'airplane'</i>	✓
	Outdoor interests of the group:	<b>swimming / hiking</b> <i>(BOTH REQUIRED FOR ONE TICK)</i>	✓
	Indoor interests of the group: (provide at least two) <b>film studios / art galleries / (watching) foreign documentaries / (watching) films from other countries</b> <i>(TWO INTERESTS REQUIRED FOR ONE TICK)</i>		✓
	What sort of climate do you prefer?	<b>sunny/warm</b>	
	<b>Total for Sections A and B:</b>	<b>6</b>	

Question	Answer	Marks
3	<p><b>Section C: Further Information</b></p> <p><b>In the space below, write one sentence of between 12 and 20 words, giving all other information that you think is important for us to know.</b></p> <p><b>Sample sentences:</b>            We can only go away during school holidays and Rebecca is a vegetarian.  <i>Also accept the examples below:</i>            We can only go away in the school holidays as both my parents are teachers.            My sister Rebecca is a vegetarian and wants to know if vegetarian food is available.</p> <p><b><u>Marking Criteria</u></b></p> <p><b>2 marks:</b> no fewer than 12 and no more than 20 words; proper sentence construction; correct spelling, punctuation and grammar; relevant to context.</p> <p><b>1 mark:</b> 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.</p> <p><b>0 marks:</b> 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.</p> <p><b><i>Absence of a full stop at the end should be considered as 1 punctuation error.</i></b></p> <p><b><i>Absence of an upper case letter at the beginning should be considered as 1 punctuation error.</i></b></p> <p><b><i>Omission of a word in the sentence should be considered as 1 grammar error.</i></b></p>	2

**Exercise 4: Lions**

Question	Answer	Marks
4	<b>Behaviour of lions:</b> 1 Social / live in (large) groups / live in prides 2 affectionate towards each other / affectionate towards others within the pride 3 constantly on the move	<b>Max 2</b>
	<b>Threats to the survival of lions:</b> 4 loss of natural environment / people need more land / lose areas of land where they have lived 5 (catching) diseases from the village animals 6 shortage of food / people are relying on the same animals for their food 7 people may harm them	<b>Max 3</b>
	<b>Work being done by conservationists:</b> <i>Note: Each point below needs a suitable verb</i> <i>Answers must be from the point of view of the conservationists</i>  8 train local people to monitor lions 9 help communities to tolerate living with lions 10 fit satellite collars to lions / fit tracking collars to lions 11 study lion movements / use location data 12 capture the lions / relocate the lions	<b>Max 4</b>

**Exercise 5: Person who survived a shipwreck**

Question	Answer	Marks
5	<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>1 grab a lifejacket / floated in the ocean</li> <li>2 spotted a life raft / found a life raft / pulled himself on a life raft</li> <li>3 there were bottles of juice / biscuits / chocolate / provisions on the life raft</li> <li>4 invented ways to find food and water</li> <li>5 made a container to catch rain water</li> <li>6 made a fishing hook</li> <li>7 swam (around the life raft)</li> <li>8 repaired damage to life raft</li> <li>9 didn't lose a sense of hope</li> </ol>	<b>Max 6</b>
	<p><b>Language:</b></p> <p><b>0 marks:</b> no understanding of the task / no relevant content / meaning completely obscure due to serious language inaccuracies</p> <p><b>1 mark:</b> copying without discrimination from text / multiple language inaccuracies</p> <p><b>2 marks:</b> heavy reliance on language from the text with no attempt to organise and sequence points cohesively / limited language expression making meaning at times unclear</p> <p><b>3 marks:</b> some reliance on language from the text, but with an attempt to organise and sequence points cohesively / language satisfactory, but with some inaccuracies</p> <p><b>4 marks:</b> good attempt to use own words and to organise and sequence points cohesively / generally good control of language</p> <p><b>5 marks:</b> good, concise summary style / very good attempt to use own words and to organise and sequence points cohesively</p>	<b>Max 5</b>



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 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**, i.e. fewer than 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.

## GENERAL CRITERIA FOR MARKING EXERCISES 6 AND 7 (Extended Tier)

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

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>Largely relevant:</b></p> <p><b>Relevance:</b> Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions. <i>Award 5 marks.</i></p> <p>Does not quite fulfil the task although there are some positive qualities. There may be digressions. <i>Award 4 marks.</i></p> <p><b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</p>	4–5	<p><b>Satisfactory:</b></p> <p><b>Style:</b> Mainly simple structures and vocabulary but sometimes attempting a wider range of language. <i>Award 5 marks.</i></p> <p>Mainly simple structures and vocabulary. <i>Award 4 marks.</i></p> <p><b>Accuracy:</b> Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence. <i>Award 5 marks.</i></p> <p>Meaning is generally clear. Simple structures are usually sound. Errors do not interfere with communication. Paragraphs are used but without coherence or unity. <i>Award 4 marks.</i></p>
2–3	<p><b>Partly relevant:</b></p> <p><b>Relevance:</b> Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. <i>Award 3 marks.</i></p> <p>Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. <i>Award 2 marks.</i></p> <p><b>Development of ideas:</b> Supplies some detail but the effect is incomplete and repetitive.</p>	2–3	<p><b>Errors intrude:</b></p> <p><b>Style:</b> Simple structures and vocabulary.</p> <p><b>Accuracy:</b> Meaning is sometimes in doubt. Frequent errors do not seriously impair communication. <i>Award 3 marks.</i></p> <p>Meaning is often in doubt. Frequent, distracting errors which slow down reading. <i>Award 2 marks.</i></p>

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
<b>0–1</b>	<p><b>Little relevance:</b></p> <p>Very limited engagement with task, but this is mostly hidden by density of error. <i>Award 1 mark.</i></p> <p>No engagement with the task or any engagement with task is completely hidden by density of error. <i>Award 0 marks.</i></p> <p>If essay is completely irrelevant, no mark can be given for language.</p>	<b>0–1</b>	<p><b>Hard to understand:</b></p> <p>Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. <i>Award 1 mark.</i></p> <p>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. <i>Award 0 marks.</i></p>