



ENGLISH AS A SECOND LANGUAGE

0510/13

Paper 1 Reading and Writing (Core)

October/November 2016

MARK SCHEME

Maximum Mark: 70

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 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

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Exercise 1 Koala Sanctuary

(a) wombats [1]

(b) males have larger faces / females have smaller faces [2]
females have a pouch (on their front) / males don't have a pouch (on their front)

ONE MARK FOR EACH DETAIL

(c) two thumbs [1]

(d) smell [1]

(e) habitat loss / less space to live in wild [1]

(f) stress [1]

[Max total for Exercise 1: 7 marks]

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Exercise 2 Hostelling International

- (a) castle [1]
- (b) 1932 [1]
- (c) Welwyn Garden City [1]
- (d) Colombia and Russia, AND Brazil [1]
- ALL REQUIRED FOR ONE MARK
- (e) (the) Green Award [1]
- (f) guests give feedback [2]
regular inspections
- ONE MARK FOR EACH DETAIL
- (g) a lighthouse [1]
- (h) (Hostel) Ytra Lón [1]
- (i) sauna [1]
- (j) The Big Blog Exchange [1]

[Max total for Exercise 2: 11 marks]

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Exercise 3 The Evening Post

Work experience application form

Section A: Personal details

Full name:	Jonathon Yan	✓
Age:	15	✓
Email address:	jonyan@homemail.com	✓
School name:	Wuyi Academy (in Jiangmen, China)	✓

Section B: Work experience

How you found out about this work experience	TICK at school	✓
Which section you'd prefer to work in:	TICK Sports	✓
Which date you are available for an interview:	DELETE 6 December	✓
Which week you can come:	CIRCLE 17–21 February	✓
Name of teacher:	Mrs Deng	✓
Title of article you are sending with this application:	The Future of Travel	✓

[Max total for Sections A and B: 10 marks]

Section C

Examples of acceptable sentences:

I am very interested in becoming a journalist in the future. / It will be useful to spend a week in a company or business that is related to the media.

My father will take me by car each day. / I will come by car.

For the 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 Sections C: 4 marks]

[Max total for Exercise 3: 14 marks]

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Exercise 4 The moneyless man

Why Mark chose to live without money:

[max 2 marks this heading]

1. he was impressed by Gandhi / because of Gandhi's ideas / Gandhi said that if you want something to change, make it happen/he wanted to make a change
2. consumers / businesses / we lack awareness of (their / our) impact on the environment/are not environmentally-friendly enough
3. we waste too much
4. as long as money exists, environmental problems would not go away / money causes environmental problems

How Mark avoided using money:

[max 2 marks this heading]

5. located caravan on freecycle website / got a caravan from someone who didn't want it anymore
6. volunteered at a farm in return for place to park his caravan
7. burned old wood as fuel
8. grew fruit and vegetables / gathered fruit and vegetables from the countryside
9. offered to work in exchange for other types of food

What Mark learned from living without money:

[max 3 marks this heading]

10. everything takes more time / handwashing clothes is slower than using a machine / cycling takes more time than driving
11. cycling is cheaper / more enjoyable than (going to) gym
12. preferred spending time doing something (productive) / watching TV is a waste of time
13. valued his friendships more

[Max total for Exercise 4: 7 marks]

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Exercise 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

[Max total for Exercise 5: 5 marks]

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Exercise 6 International food evening

Exercise 7 Sports lessons are a waste of time

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 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, 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.

[Max total for Exercises 6 and 7: 13 marks and 13 marks]

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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	<p>Effective:</p> <p>Relevance: 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>Development of ideas: Ideas are developed at appropriate length. Engages reader's interest.</p>	6	<p>Competent:</p> <p>Style: Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. <i>Award 6 marks.</i></p> <p>Accuracy: Generally accurate with frustrating errors. Appropriate use of paragraphing. <i>Award 6 marks.</i></p>
4–5	<p>Largely relevant:</p> <p>Relevance: 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>Development of ideas: Material is satisfactorily developed at appropriate length.</p>	4–5	<p>Satisfactory:</p> <p>Style: 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>Accuracy: 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>

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<p>2–3</p>	<p>Partly relevant:</p> <p>Relevance: 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>Development of ideas: Supplies some detail but the effect is incomplete and repetitive.</p>	<p>2–3</p>	<p>Errors intrude:</p> <p>Style: Simple structures and vocabulary.</p> <p>Accuracy: 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>
<p>0–1</p>	<p>Little relevance:</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>	<p>0–1</p>	<p>Hard to understand:</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>