



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education

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**ENGLISH AS A SECOND LANGUAGE**

**0510/22**

Paper 2 Reading and Writing (Extended)

**May/June 2018**

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.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **13** printed pages.



**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 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**

		<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, R2	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**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)	moola	<b>1</b>
1(b)	high levels Vitamin C	<b>1</b>
1(c)	ugly cucumber	<b>1</b>
1(d)	Peru	<b>1</b>
1(e)	food synergy David Jacobs <b>ONE MARK FOR EACH CORRECT DETAIL</b>	<b>2</b>
1(f)	calcium	<b>1</b>
1(g)	Institute of Food Research	<b>1</b>
1(h)	selenium	<b>1</b>

**Exercise 2**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2(a)	Populus	<b>1</b>
2(b)	how teaching compares with other professions whether children encouraged to become teachers  <b>ONE MARK FOR EACH CORRECT DETAIL</b>	<b>2</b>
2(c)	2013	<b>1</b>
2(d)	raising profile of teaching (profession)	<b>1</b>
2(e)	over 5000	<b>1</b>
2(f)	Dubai	<b>1</b>
2(g)	writing-reading workshop / reading-writing workshop	<b>1</b>
2(h)	donated to Center for Teaching and Learning / donated to school she set up (in 1990) / donated to support less advantaged students	<b>1</b>
2(i)	rewarding positive behaviour	<b>1</b>
2(j)	5 hours	<b>1</b>
2(k)	make (real) difference (to students' lives)  creative  see students (make) progress  (enables them to) share love of learning  no two days the same  <b>ONE MARK FOR ANY CORRECT DETAIL (MAXIMUM OF 4 MARKS)</b>	<b>4</b>

## Exercise 3

Question	Answer	Marks
3	<b>Section A: Personal details</b>	
	Full name: <b>Gregor Brundt</b>	✓
	Home address: <b>Alpenweg 16, 73091 Rosenheim, Germany</b>	✓
	Email address: <b>techking@familybrundt.com</b>	✓
	School name: <b>MTB International College (in Munich, Germany)</b>	✓
	<b>Section B: Conference details</b>	
	Have you been to one of our conferences before? <b>DELETE YES</b>	✓
	Where did you stay during the conference? <b>TICK host family</b>	✓
	Please tell us your opinion of the following:	
	The information you received before the conference: <b>clear</b>	✓
	The length of each session: <b>just right</b>	✓
	Which free-time activity did you most enjoy? <b>dinner (on) final evening/final dinner</b>	✓
	Which session did you find most useful? <b>career(s) talk</b>	✓
	Which competition did you take part in? <b>CIRCLE Invent a study aid</b>	✓
	Which conference gift did you like the most? <b>(special conference) mug</b>	✓
<b>Total for sections A and B:</b>	<b>6</b>	

Question	Answer	Marks
3	<b>Section C</b>	
	Example sentences:  <i>Overall it was a very positive experience, although there should be more than one desk for registering.</i>  <i>The conference was very well planned, but the book display could be a bit bigger next year.</i>	
	<b>Total for section C:</b>	<b>2</b>

Question	Answer	Marks
	<p><b>Characteristics of a correct sentence:</b>            It must be written from the point of view of Gregor so, if used, only <b><u>FIRST PERSON PRONOUNS</u></b> (I, my etc.) are acceptable.            It must contain a main clause.            It can include extra correct irrelevant information from the text if a relevant reason is also supplied.            It cannot include any additional incorrect information even if a relevant reason is given.  <b>If these conditions are not fulfilled, no marks can be awarded.</b></p> <p><b><u>Marking Criteria</u></b></p> <p><b>If a candidate has written more than 1 sentence, award 0 marks.</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.  <b>Absence of a full stop at the end should be considered as 1 punctuation error.</b>  <b>Absence of an upper case letter at the beginning should be considered as 1 punctuation error.</b>  <b>Omission of a word in the sentence should be considered as 1 grammar error.</b></p>	

**Exercise 4**

Question	Answer	Marks
4	<p><b>What WWF is doing globally to protect the environment:</b></p> <ol style="list-style-type: none"> <li>1 research / reports</li> <li>2 conservation projects</li> <li>3 work with businesses / encouraging industries to work in environmentally-friendly ways</li> <li>4 raising awareness / advertising</li> <li>5 work with young people / inspiring young people to care about nature / help young people make positive choices</li> <li>6 reducing conflict between humans and animals</li> </ol>	<b>Max 5</b>
	<p><b>Examples of what WWF is giving local people to try to protect wildlife:</b></p> <ol style="list-style-type: none"> <li>1 biogas stoves</li> <li>2 head torches</li> <li>3 fences</li> <li>4 fishing nets</li> <li>5 bee-keeping equipment</li> </ol>	<b>Max 4</b>



## Exercise 5

Question	Answer	Marks
5	<p><b>Content</b></p> <p><b>What caused high levels of pollution</b></p> <ol style="list-style-type: none"> <li>1 dust (from dry river beds, fields and roads)</li> <li>2 smoke</li> <li>3 chemicals</li> <li>4 brick industry</li> <li>5 air particles</li> <li>6 fumes</li> </ol> <p><b>How the city managed to improve living conditions</b></p> <ol style="list-style-type: none"> <li>7 cleaning brick kilns</li> <li>8 reducing air particles</li> <li>9 'zero-soil' programme / no bare earth / planting grass / planting flowers / planting trees</li> <li>10 battery-powered rickshaws</li> <li>11 ban large lorries</li> <li>12 pavements</li> </ol>	Max 6
	<p><b>Language:</b></p> <p><b>5 marks:</b> good concise summary style / very good attempt to use own words and to organise and sequence point cohesively</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>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>2 marks:</b> heavy reliance on language from the text with no attempt to organise or sequence points cohesively / limited language expression making meaning at times unclear</p> <p><b>1 mark:</b> copying without discrimination from text / multiple language inaccuracies</p> <p><b>0 marks:</b> no understanding of the task / no relevant content / meaning completely obscured due to serious language inaccuracies</p>	Max 5

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. 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.

## 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)
8–9–10	<p><b>Highly effective:</b></p> <p><b>Relevance:</b> Fulfil the task, with consistently appropriate register and excellent sense of purpose and audience. <i>Award 10 marks.</i></p> <p>Fulfil 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> Fulfil the task, with appropriate register and a good sense of purpose and audience. <i>Award 7 marks.</i></p> <p>Fulfil 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)
0–1	<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>	0–1	<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>