



**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)

**October/November 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 identify and retrieve facts and details

R2 understand and select relevant information

R3 recognise and understand ideas, opinions and attitudes and the connections between 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, 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>

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)	five years ago / in his university course / at university / 2013	<b>1</b>
1(b)	(anyone who) doesn't like math(s)	<b>1</b>
1(c)	memory how children learn language  <b>ONE MARK FOR EACH CORRECT DETAIL</b>	<b>2</b>
1(d)	police (station)	<b>1</b>
1(e)	work on it in the third year / start in the third year	<b>1</b>
1(f)	(how to) think clearly	<b>1</b>
1(g)	65	<b>1</b>
1(h)	healthcare	<b>1</b>

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2(a)	skiing / snowboarding	<b>1</b>
2(b)	doesn't have (other) ice-covered mountains around (it)	<b>1</b>
2(c)	doesn't re-grow in cooler months / doesn't re-grow when the temperature falls / doesn't build up ice again when the temperature falls	<b>1</b>
2(d)	2011 AND 2013  <b>BOTH REQUIRED FOR ONE MARK</b>	<b>1</b>
2(e)	supply of (fresh) water will decrease	<b>1</b>
2(f)	covered (glacier/it) with sawdust  painted rocks white  <b>ONE MARK FOR EACH CORRECT DETAIL</b>	<b>2</b>
2(g)	glacier melts faster  floods  <b>ONE MARK FOR EACH CORRECT DETAIL</b>	<b>2</b>
2(h)	washed into rivers / make river water acidic	<b>1</b>
2(i)	clean (the) water / take up acids from (the) water	<b>1</b>
2(j)	photographs of Pastoruri ('before and now') / photographs of the glacier ('before and now') dinosaur footprints bones of an animal that lived 150 000 years ago ice cave <b>ONE MARK FOR EACH CORRECT DETAIL</b>	<b>4</b>

## Exercise 3

Question	Answer	Marks
3	<b>Section A: Personal Details</b>	
	Full name: <b>Helen Daniels</b>	✓
	Age: <b>15</b>	✓
	Preferred email contact: <b>drama@hghs.ac</b>	✓
	Name of School: <b>Hayden Green High (School) (Queensbridge)</b>	✓
	School year: <b>10 / 10th / Y10 / year 10 / class 10 / 10 class / 10th class</b>	✓
	<b>Section B: A bit more about you</b>	
	What are your favourite subjects at school?: <b>music AND art</b> <b>BOTH REQUIRED FOR ONE TICK</b>	✓
	Tell us about any previous experience you have of script-writing: <b>(wrote the script for) school play</b>	✓
	Who is your comedy influence? <b>father</b>	✓
	<b>Section C: Comedy Contest</b>	
	Which category or categories do you wish to enter? TICK: <b>Class Joker</b>	✓
	Names of any other members of your writing team: <b>Bruce Tan AND Marta Rodriguez BOTH REQUIRED</b>	✓
	Name of the person who will guarantee that your script is original: <b>(Mr) Moore</b>	✓
	Where did you hear about the Comedy Contest. <b>Circle school</b>	✓
<b>Total for Sections A–C</b>	<b>6</b>	

Question	Answer	Marks
3	<p><b>Section D</b> Sample sentences: <i>It is about the conversations teenagers have when they text and is observational humour.</i> <i>Our script is about the conversations teenagers have when they text and it is observational humour.</i></p>	
	<p><b>For each sentence, award up to 2 marks as follows:</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> <b><i>Absence of an upper case letter at the beginning should be considered as 1 punctuation error.</i></b> <b><i>Omission of a word in the sentence should be considered as 1 grammar error.</i></b></p>	
	<b>Total for Section D</b>	<b>2</b>

Question	Answer	Marks
4	<p><b>Requirements to work as a professional stunt performer in the UK</b></p> <p>1 60 hours of (general) film acting            2 join the (professional) stunt performers' association            3 (achieve) instructor (level) in six stunt skills</p>	<b>Max 2</b>
	<p><b>The good things about the job</b></p> <p>4 support team            5 excitement            6 high fees            7 training is available            8 extension of activities enjoyed when growing up            9 actors say how grateful they are</p>	<b>Max 4</b>
	<p><b>The bad things about the job</b></p> <p>10 dangerous / get hurt / injuries / breaking bones            11 audiences don't appreciate stunt performers            12 no guarantee of regular work / employment is unpredictable            13 hours tend to be long / need to be flexible with time</p>	<b>Max 3</b>



Question	Answer	Marks
5	<b>Note: candidates may write in the first person. Accept this and mark as normal.</b>	<b>6</b>
	<p><b>What you should do:</b></p> <ol style="list-style-type: none"> <li>1 write a story</li> <li>2 decide what events are worth including</li> <li>3 look through published travel articles / see how other writers do it</li> <li>4 choose an event from later in the trip, write about it in the first paragraph</li> <li>5 include dialogue</li> <li>6 note down what people say / note down what people do / note down details of situations / remember details of situations</li> </ol>	
	<p><b>What you should avoid doing:</b></p> <ol style="list-style-type: none"> <li>1 making things up</li> <li>2 including all the events in the article</li> <li>3 telling the reader what to feel</li> <li>4 using expressions used thousands of times / boring expressions / using words like 'big' or 'good' or 'nice'</li> </ol>	
	<p><b>Language: up to 5 marks</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>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.
- 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> Fulfil 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>