

Cambridge IGCSE™ Core

ENGLISH AS A SECOND LANGUAGE (EGYPT CORE)**0465/01**

Paper 1 Reading and Writing

May/June 2024**MARK SCHEME**Maximum Mark: 60

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **16** 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 descriptions 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.

English & Media subject specific general marking principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance, and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

Cambridge IGCSE English as a Second Language Paper 1 Reading and Writing tests the following Assessment Objectives:

Reading

R1 demonstrate understanding of specific factual information

R2 demonstrate understanding of the connections between the ideas, opinions and attitudes

R3 identify and select details for a specific purpose

R4 demonstrate understanding of implied meaning

Writing

W1 communicate information, ideas and opinions

W2 organise ideas into coherent text using a range of linking devices

W3 use a range of appropriate grammatical structures and vocabulary

W4 use appropriate register and style for the given purpose and audience

Marking using RM AssessorGeneral guidance

In general, annotation is to be kept to a minimum, except in cases where annotation is required to indicate the correct award of marks.

Please ensure you have the source texts at hand whilst you are marking for reference. You must download a copy of the question paper(s) you are marking from the RM support portal and ensure you are familiar with all of the exercises before you start marking. Please refer to the RM Assessor notes before each exercise in the mark scheme for further guidance.

Practice scripts

The practice scripts are designed to familiarise you with the mark scheme and they may contain common incorrect or unexpected answers. There may be guidance notes attached to a page which you should read carefully. When you have worked through the practice scripts and are confident that you know how to apply the mark scheme you may start marking the standardisation scripts.

Standardisation scripts

These are the equivalent of your coordination sample. You should mark them carefully according to the mark scheme and guidance provided. Your Team Leader will check your marking of the standardisation scripts and will provide feedback. If he/she is satisfied with your marking, you will be authorised to start live marking.

Seeded scripts

“Seeded scripts” enable your Team Leader to monitor your marking. During the course of marking, according to a pre-determined rate of frequency, you will receive a seeded script to mark. This script will already have been given a definitive mark by the Standardisation Team. Your Team Leader will be able to check your marking against the definitive marks for the script and he/she may provide feedback to you. Seeded scripts will appear throughout the marking period.

Additional objects

Occasionally you may come across a script with an ‘additional object’ attached to it. This may be a word-processed document (where the candidate has applied for special arrangements for the exam). You **must** read all of the ‘additional object’ as well as the question paper booklet to ensure that the entire candidate response has been seen and marked. Where you consider an answer is incomplete, particularly in Exercises 5 and 6, please look for any additional writing on facing pages (underneath the prompts) and on blank pages.





Blank pages

Examiners **must** place SEEN (using the annotation tool) on the blank page at the end of the script to confirm that all pages of the booklet have been read and any additional material there has been noted (and marked where appropriate).

Marking Rationale

- 1 In Exercise 1 and Exercise 3 (which require short answer responses), spelling errors are tolerated where they do not interfere with the communication of the correct answer. However, where the error creates another word with a different meaning if the word is a key detail e.g. 'plan' instead of 'plane', the mark is not awarded. When words such as prepositions or pronouns are misspelt, these are tolerated.
- 2 Where candidates include additional unnecessary information, use the following rule:
 - (a) If the excess detail is irrelevant and does not interfere with the communication of the correct answer, the mark(s) may be awarded
 - (b) If the excess detail contains clearly incorrect information, i.e. negates the correct answer, the mark(s) should not be awarded.
- 3 In general, synonyms are accepted but where a candidate has rearranged or re-worded the answer, please check carefully that the key information has been conveyed.
- 4 Where a candidate uses the singular instead of the plural noun form or vice-versa, accept this unless otherwise indicated on the mark scheme.
- 5 In Exercises 5 and 6, if all bullet points within the level in the **Marking criteria for Questions 16 and 17** are fulfilled, consider whether a mark can be awarded from the next level up.
- 6 In exercises where the number of words can affect the mark, apply the following rules:
 - (i) hyphenated words and contractions = 1 word
 - (ii) two words written as one word e.g. 'alot' = 2 words

0465/01 – Annotations used on this paper

Symbol	Name	How to use the annotation
	Tick	Used in Q6, 8 and 9 only – to indicate correct answers. Please do NOT use the tick in any <i>other</i> questions on the paper.
	BOD	Benefit of the doubt Please do NOT use in Q16 or Q17 .
	REP	Repetition of the same point Please do NOT use in Q16 or Q17 .
	Caret	Omission of a vital detail needed for the mark. Please do NOT use in Q16 or Q17 .
SEEN	SEEN	For use on the last blank page (page 16) – to indicate it's been checked Also use on pages 13 <i>and/or</i> 15 if the candidate has not attempted Q16 Q17 and the pages 13 <i>and/or</i> 15 are blank.

Please do **NOT** use a red cross (X) annotation anywhere on this paper.
Please do **NOT** use the highlighter to highlight any part of a candidate's response.
Please do **NOT** apply comments to the script in any form.

Exercise 1**RM Assessor marking guidance**

There are 6 items for this exercise. For each of questions (1) to (5) you will need to award a zero, 1, or NR (no response – only award this where no attempt at all has been made to answer the item).

For question (6) you will need to use the tick annotation. Annotate all correct answers with a tick, wherever they appear. Be careful not to award the same point twice – use the REP (repeat) annotation tool. Award a mark up to a maximum of 3 i.e. either zero, 1, 2, 3 or NR (no response).

Question	Answer	Marks	Guidance
1	6 years / six years	1	

Question	Answer	Marks	Guidance
2	black	1	

Question	Answer	Marks	Guidance
3	(they are) hard <u>to see</u> / (keeps them) safe from (other) <u>sea creatures</u>	1	Accept: (they are) invisible / (keeps them) safe from (other) <u>predators</u> Do not accept: (they are) hard <u>to seek</u> / (keeps them) safe <i>on its own</i> When they are floating on the water <i>on its own</i>

Question	Answer	Marks	Guidance
4	(if there is thick) fog	1	

Question	Answer	Marks	Guidance
5	a <u>temporary</u> hiding place	1	Accept: <u>temporary</u> hiding places Do not accept: any mention of 'permanent homes' in addition to the expected answer.

Question	Answer	Marks	Guidance
6	<p>Award one mark for each detail up to a maximum of three marks:</p> <p>1 (new) building (work might destroy the penguins' homes) / (new) building (work might destroy the penguins' nests)</p> <p>2 (danger from people's) pets (in) <u>nearby</u> (towns)</p> <p>3 (the large amounts of) plastic (that people put) <u>in the sea</u> (nowadays)</p> <p>4 <u>people/tourists</u> get (too) close / <u>companies</u> take tourists to see these birds</p>	3	<p>Accept: plastic in the <u>water</u> / polluting the sea with plastic</p> <p>Do not accept: plastic in the see</p>

Exercise 2**RM Assessor marking guidance**

You will need to award a zero, 1, or NR (no response – only award this where no attempt at all has been made to answer the item).

If two letters are given in response to an item, it must be clear which is the intended response in order for the mark to be awarded.

Question	Answer	Marks	Guidance
7(a)	A	1	
7(b)	D	1	
7(c)	A	1	
7(d)	C	1	
7(e)	B	1	
7(f)	C	1	
7(g)	D	1	
7(h)	B	1	
7(i)	D	1	

Exercise 3**RM Assessor marking guidance**

There are two items for this exercise. You will need to use the tick annotation. Annotate only correct answers with a tick. Be careful not to award the same point twice; where an answer/idea is repeated you must indicate by using the REP (repeat) annotation.

- Correct answers only apply if they are placed under the correct sub-heading (as detailed below)
- If an answer is clearly crossed out, and a candidate has added their own bullet point, this should be marked. If, however, an extra bullet point is included in addition to the required number, this cannot be considered.
- Only one mark may be awarded per line.
- Only mark the first idea on the line even if the second idea is correct
- Remember that this exercise is marked for content (reading), not language.

Question	Answer	Marks	Guidance
8	<p>Award one mark for each acceptable response, up to a maximum of 3 marks:</p> <p>Health benefits of forest bathing:</p> <ul style="list-style-type: none"> • stops (you) feeling anxious • (can) lower blood pressure • (lets our bodies) fight disease <u>better</u> • <u>helps</u> (bodies) fight disease • (allows us to) slow down (our) breathing 	3	

Question	Answer	Marks	Additional Guidance
9	<p>Award one mark for each acceptable response, up to a maximum of 4 marks:</p> <p>Advice for people who want to try forest bathing:</p> <ul style="list-style-type: none"> visit areas with (as) <u>many</u> trees (as possible) check the (weather) forecast / check the weather (before you set out) use a <u>range</u> of senses leave your camera behind pay attention <u>to what's around us</u> 	4	<p>Accept: going to areas with <u>many</u> trees / being near areas with <u>many</u> trees</p> <p>Accept: look(ing) (at) and listen(ing) (to the birds) for BP3 (<i>both needed for the mark</i>)</p> <p>Do not Accept: a range of sense (singular form) for BP3</p> <p>Accept: pay attention to the (wonderful) <u>environment</u> for BP5</p>

Exercise 4**RM Assessor marking guidance**

You will need to award a zero, 1, or NR (no response – only award this where no attempt at all has been made to indicate a response). Credit any indication of the candidate's response e.g. a tick, a cross, a line, a circle, a dash etc. If the candidate has indicated their response next to the A, B or C options on the question paper (not in the box), please credit it.

Award zero where more than one box is ticked unless one of the ticks is clearly more prominent than the other, in which case the mark should be awarded.

Question	Answer	Marks	Guidance
10	B	1	

Question	Answer	Marks	Guidance
11	C	1	

Question	Answer	Marks	Guidance
12	A	1	

Question	Answer	Marks	Guidance
13	A	1	

Question	Answer	Marks	Guidance
14	B	1	

Question	Answer	Marks	Guidance
15	C	1	

Generic marking criteria for Exercises 5 and 6

The following general instructions, and levels-based Marking criteria for Questions 16 & 17, apply to both Exercises 5 and 6.

- You should decide on a mark for Content and Language **separately**.
- **Content** covers **task fulfilment** (to what extent the response addresses the rubric, uses an appropriate register (informal/formal/semi-formal), is relevant and engages the audience/intended reader, AND the **development of ideas** (i.e. the level of detail/expansion of ideas).
- **Language** covers **range** (i.e. complexity of vocabulary and grammatical structure) **and accuracy** and overall **organisation** of the response).
- When deciding on a mark for Content or Language, first of all decide which level you consider to be most appropriate.
- When deciding on a mark within a level, use the lower marks if it fulfils some of the requirements of the level and the highest mark if it fulfils **all** the requirements of the level.
- If all descriptors are met within one level, consider whether a mark can be awarded from the next level up. There will not necessarily be an exact fit but remember to apply a positive marking approach.
- If the writing is **considerably shorter** than the stated word length, i.e. below 65 words, it should be given 1–2 marks for Content for only partially fulfilling the task.
- In Exercise 5, email, if the response has omitted one OR two of the 3 required bullet points, a maximum of 2 marks can be awarded for Content.
- If the writing is only **partially relevant** and therefore can be awarded only 1–2 Content marks, the full range of marks for Language is still available.
- If the writing is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for Content and Language.

Question	Answer	Marks	Guidance
16	<p>Award up to a total of 15 marks.</p> <p>Up to 6 marks to be awarded for Content. Plus up to 9 marks to be awarded for Language.</p> <p>See generic marking criteria for Questions 16 and 17.</p>	15	

Question	Answer	Marks	Guidance
17	<p>Award up to a total of 15 marks.</p> <p>Up to 6 marks to be awarded for Content. Plus up to 9 marks to be awarded for Language.</p> <p>See generic marking criteria for Questions 16 and 17.</p>	15	

Marking criteria for Questions 16 and 17**Table A: Content**

Marks	Description
5–6	<p><u>Task fulfilment</u></p> <ul style="list-style-type: none"> • Task is fulfilled. • Content is fully relevant throughout. • Consistently appropriate style for the text type. • Excellent sense of purpose and audience. <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> • Content is very well developed.
3–4	<p><u>Task fulfilment</u></p> <ul style="list-style-type: none"> • Task is generally fulfilled. • Content is generally relevant. • Generally appropriate style for the text type. • Generally good sense of purpose and audience. <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> • Content is generally developed.
1–2	<p><u>Task fulfilment</u></p> <ul style="list-style-type: none"> • Task is only partially fulfilled. • Content is only partially relevant. • Style for the text type is inconsistent or inappropriate. • Insufficient sense of purpose and audience. <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> • Limited attempt to develop content.
0	No creditable response

Table B: Language

Marks	Description
7–9	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> • Content is communicated skilfully and appropriately. • Uses a wide range of common and less common vocabulary appropriately. • Uses a wide range of simple and complex structures. • High level of accuracy of language. Occasional errors may be present, but these do not impede communication. <p><u>Organisation</u></p> <ul style="list-style-type: none"> • Effectively organised and sequenced. • Uses a wide range of linking words and/or other cohesive devices appropriately.
4–6	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> • Content is communicated clearly. • Uses a range of common vocabulary appropriately, and attempts to use some less common vocabulary. • Uses a range of simple structures, and attempts to use some complex structures. • Generally good level of accuracy of language. Errors do not generally impede communication. <p><u>Organisation</u></p> <ul style="list-style-type: none"> • Generally well organised and sequenced. • Uses a range of linking words and/or other cohesive devices generally appropriately.
1–3	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> • Content is communicated but lacks clarity. • Uses only common vocabulary. • Uses only simple structures. • Lack of control of language. Errors impede communication. <p><u>Organisation</u></p> <ul style="list-style-type: none"> • Limited attempt at organisation and sequencing. • Limited attempt to use linking words and/or other cohesive devices.
0	No creditable content.