



ENGLISH AS A SECOND LANGUAGE

0510/21

Paper 2 Reading and Writing (Extended)

May/June 2017

MARK SCHEME

Maximum Mark: 90

Published

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This document consists of **11** printed pages.

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

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

Question	Answer	Marks
1(a)	(Friday) 7 (July)	1
1(b)	(red) T-shirt	1
1(c)	welcome desk	1
1(d)	information pack AND (university) key ring BOTH REQUIRED FOR ONE MARK	1
1(e)	Why choose Northtown (?)	1
1(f)	ambition	1
1(g)	application process AND money management ONE MARK FOR EACH CORRECT DETAIL	2
1(h)	Burgess (Hall)	1
	Total:	9

Question	Answer	Marks
2(a)	test (run) / tested	1
2(b)	(layer of) ice	1
2(c)	coal	1
2(d)	teacher	1
2(e)	under(–) friction wheel	1
2(f)	safer smoother quieter ANY TWO FOR ONE MARK EACH	2
2(g)	115 metres AND 153 kilometres per hour / kph / kmh BOTH REQUIRED FOR ONE MARK	1
2(h)	positive vertical	1
2(i)	more complex / more lasting experience / longer	1
2(j)	Helix	1
2(k)	(feel) out of control but safe. intense. forget who you are for a minute. thrilling / rush of adrenaline. (experience) 'air time' / reach top and hang / weightless for a moment ANY FOUR FROM FIVE	4
	Total:	15

Question	Answer	Marks
3	Section A: Personal details	
	Full name: Brendan Daley	✓
	Home address: 43 Robin Lane Kilkenny Ireland	✓
	Age: 16	✓
	Email address: bren2001@thedaleys.ie	✓
	Have you entered any cookery competitions before? DELETE NO	✓
	If so, please give details: (a local competition called) Bake It	✓
	Section B: First round of the competition	
	Which date can you attend? TICK January 23	✓
	Which location would you prefer? Galway	✓
	Would you like us to arrange accommodation for you? DELETE YES	✓
	What would you like to make? UNDERLINE dessert	✓
	List any equipment you would like us to provide: (a hand) mixer	✓
	Who has agreed to provide a reference for you: Please give their name: CIRCLE teacher (Mrs) Granger	✓
	Total for Sections A and B:	6
	Section C Sample of acceptable sentences: I like the fact that food brings people together, and I love cooking with fresh produce. Food is for sharing, and I like using local produce in my cooking most of all.	
	Maximum total for Section C:	2
	Total for Sections A–C:	8

Marking Criteria

2 marks: no fewer than 12 and no more than 20 words; proper sentence construction; correct spelling, punctuation and grammar; relevant to context.

1 mark: 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.

0 marks: 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.

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 the sentence should be considered as 1 grammar error.

Question	Answer	Marks
4	<p>Reasons why bookshops are going out of business:</p> <ol style="list-style-type: none"> 1. competition from online sellers / competition from supermarkets / reduced price online / reduced price in supermarkets /rapid growth in sales of digital books /sales of digital books have reached a peak 2. easier to buy online / easier to buy from supermarkets / quicker to buy online / quicker to buy in supermarkets 3. fewer people read books 4. easier to carry a tablet / more convenient to carry a tablet 5. high rent / cost of rent 6. economic difficulty / people have less money 	Max 4
	<p>What bookshops are doing to attract business:</p> <ol style="list-style-type: none"> 7. making it individual in style / design shop so people come in 8. encouraging browsing 9. 'reading spa' / individual consultation 10. a 'reading year' service / sending a book a month 11. cafe 12. events / inviting an author / author to come in /author reads from book / author talks about book / book signings 	Max 5
	Total:	9

Question	Answer	Marks
5	<p>Content</p> <p>Benefits of being a citizen scientist:</p> <ol style="list-style-type: none"> 1. making a contribution towards science 2. joy of discovery 3. appreciation of the world (we live in) 4. you might even make history / have something named after you <p>How the work of citizen scientists has helped scientific research:</p> <ol style="list-style-type: none"> 5. found a new planet / discovered a planet 6. projects can be large 7. data can be collected / data can be analysed 8. learned more about bees / took part in Big Bumblebee Discovery 9. monitored wireweed / monitored seaweed / took part in Big Seaweed Search 10. found a new beetle 	Max 6
	<p>Language:</p> <p>0 marks: no understanding of the task / no relevant content / meaning completely obscure due to serious language inaccuracies</p> <p>1 mark: copying without discrimination from text / multiple language inaccuracies</p> <p>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</p> <p>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</p> <p>4 marks: good attempt to use own words and to organise and sequence points cohesively / generally good control of language</p> <p>5 marks: good, concise summary style / very good attempt to use own words and to organise and sequence points cohesively</p>	Max 5
	Maximum Total:	11

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 to award. 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>Highly effective:</p> <p>Relevance: 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>Development of ideas: 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>Precise:</p> <p>Style: 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>Accuracy: Well-constructed and linked paragraphs with very few errors of any kind.</p>
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>	6–7	<p>Competent:</p> <p>Style: 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>Accuracy: 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>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>
2–3	<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>	2–3	<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>