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**ENGLISH AS A SECOND LANGUAGE**

**0510/23**

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 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>

**Exercise 1**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)	self-contained underwater breathing apparatus	<b>1</b>
1(b)	(the) Yongala	<b>1</b>
1(c)	vehicles	<b>1</b>
1(d)	academic (study)	<b>1</b>
1(e)	clearing water out of your mask	<b>1</b>
1(f)	(your) diving certificate / C-card	<b>1</b>
1(g)	Caisson's disease	<b>1</b>
1(h)	going back up to the surface too quickly going too deep diving for too long / diving for a long time <b>ONE MARK FOR EACH CORRECT DETAIL (MAXIMUM 2)</b>	<b>2</b>

**Exercise 2**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2(a)	abandoned	<b>1</b>
2(b)	under her chair / in the study	<b>1</b>
2(c)	(on average) twenty years	<b>1</b>
2(d)	(in the) countryside	<b>1</b>
2(e)	purple / a purple shine	<b>1</b>
2(f)	150 grams / 150 g	<b>1</b>
2(g)	greet(s) Caroline's children / the children (enthusiastically)	<b>1</b>
2(h)	context (calls)	<b>1</b>
2(i)	insects / seeds	<b>1</b>
2(j)	spends (even) less time outside wakes up later <b>ONE MARK FOR EACH CORRECT DETAIL</b>	<b>2</b>
2(k)	returning them to the wild often isn't successful rooks / they can be distinguished by the greyish-white skin around their beaks rooks / they can be taught to say words rooks / they like hiding food rooks / they like to be on constant look-out <b>ANY FOUR FROM FIVE</b>	<b>4</b>

## Exercise 3

Question	Answer	Marks
3	<b>Section A: Personal details</b>	
	Full name: <b>Aoife Doyle</b>	✓
	Age: <b>18</b>	✓
	Home address: <b>11 Ellagh Road, Headford, Galway, NE2 684, Ireland</b>	✓
	Nationality: <b>Irish</b>	✓
	Email address: <b>doylegirl99@housenet.ie</b>	✓
	Please give details of your most recent academic qualification(s): Qualifications: <b>Leaving Certificate</b>	✓
	Results: <b>500 points</b>	✓
	<b>Section B: Studying in the US</b>	
	UNDERLINE <b>residential</b>	✓
	TICK <b>mixed</b>	✓
	CIRCLE <b>urban</b>	✓
	Which two subjects are you particularly interested in studying while you are in the US? <b>US history</b>	✓
	<b>photography</b>	✓
	<b>Total for Sections A and B:</b>	<b>6</b>
	<b>Section C</b>	
	Example sentence:  <i>I want to be a teacher and experiencing another education system will be helpful.</i>	
<b>Total for Section C:</b>	<b>2</b>	

Question	Answer	Marks
	<p><b>Characteristics of a correct sentence:</b> The sentence should refer to Aoife’s intention to take up teaching as a career AND how she thinks the School Exchange Program will help her with these plans by enabling her to experience the education system in a different country.</p> <p>It must be written from the point of view of Aoife so, if used, only <b>FIRST PERSON PRONOUNS</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>Marking Criteria</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>Appearance of the new 3D zebra crossings</b> <i>example: 3D stripes painted on the road</i></p> <ol style="list-style-type: none"> <li>1 clearly visible (stripes)</li> <li>2 brightly coloured (paint)</li> <li>3 resemble solid pieces of wood</li> </ol>	<b>Max 2</b>
	<p><b>Advantages of the new 3D zebra crossings</b></p> <ol style="list-style-type: none"> <li>1 safer</li> <li>2 more noticeable</li> <li>3 drivers can't help slowing down / slow down traffic</li> <li>4 pedestrians are more likely to use them / pedestrians are more confident</li> <li>5 drivers are more likely to give (them) a chance to cross</li> <li>6 the number of accidents has decreased</li> </ol>	<b>Max 4</b>
	<p><b>What critics say about the new 3D zebra crossings</b></p> <ol style="list-style-type: none"> <li>1 could distract drivers / stop drivers from concentrating</li> <li>2 could cause drivers to stop suddenly / could cause accidents</li> <li>3 could stop being effective once drivers get used to them</li> </ol>	<b>Max 3</b>



## Exercise 5

Question	Answer	Marks
5	<p><b>Content:</b></p> <p><b>Advantages of edible cutlery over plastic</b></p> <ol style="list-style-type: none"> <li>1 less plastic waste</li> <li>2 you can eat them</li> <li>3 use natural materials / natural / no chemicals</li> <li>4 no need to feel guilty about throwing away</li> <li>5 break down in a few days / more environmentally friendly</li> </ol> <p><b>Disadvantages of edible cutlery</b></p> <ol style="list-style-type: none"> <li>1 break easily / not as strong</li> <li>2 can't re-use them</li> <li>3 can't make knives / knives don't stay sharp / knives are useless for cutting food</li> <li>4 (currently) cost twice as much as a plastic spoon</li> </ol>	<b>Max 6</b>
	<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>	<b>Max 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. 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><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>