



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

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**ENGLISH AS A SECOND LANGUAGE**

**0510/21**

Paper 2 Reading and Writing (Extended)

**May/June 2016**

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.

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### 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, understand ideas, opinions and attitudes and the connections between the 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
						<b>90</b>

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**Exercise 1: Wellbridge College student guide**

- (a) library [1]
- (b) how to open a bank account [1]
- (c) Great Hall [1]
- (d) medical centre [1]
- (e) stress management AND relaxation  
BOTH NEEDED FOR ONE MARK [1]
- (f) online / (via the) website [1]
- (g) (those who are going to study) part time / part time (students) [1]
- (h) Simson Court AND (The) Lakeside / Simson Court AND 176 rooms / Simson Court AND shared kitchens / Lakeside AND 148 rooms / Lakeside AND some shared rooms [1]
- (i) StudentHouse website AND house-hunting days  
BOTH NEEDED FOR ONE MARK [1]

**[Max total for Exercise 1: 9 marks]**

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**Exercise 2: BMX**

- (a) anxious [1]
- (b) (BMX) racing AND freestyle (BMX) / performing tricks [1]
- (c) cross-country motorbike racing [1]
- (d) Sting-Ray [1]
- (e) 1982 [1]
- (f) French [1]
- (g) lift their front wheel (then their back wheel) [1]
- (h) truck stand / balancing on front tyre with hands in the air [1]
- (i) Skateboarding AND 1.9 [1]  
BOTH NEEDED FOR ONE MARK
- (j) amateur (track) [2]  
elite (track)  
ONE MARK FOR EACH CORRECT DETAIL
- (k) challenge [4]  
  
bikes are (fairly) cheap (to buy)  
(there are) many places to ride / (there are) many places to do tricks  
(it's) cool  
(one mark for each)

**[Max total for Exercise 2: 15 marks]**

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**Exercise 3: ScotCamp application form****Section A: Personal details**

Full name:	<b><u>M</u>ario <u>B</u>ellucci</b>	✓
Age:	<b>17</b>	✓
Home address:	<b><u>V</u>ia <u>M</u>illi 37 10124 <u>T</u>urin (<u>I</u>taly)</b>	✓
Nationality:	<b>Italian</b>	✓
Any dietary or health issues:	<b>allergic to peanut(s)</b>	✓

**Section B: work preferences**

Preferred location:	<b><u>H</u>arris / island camp / off the west coast of <u>S</u>cotland</b>	✓
Which sports:	<b>TICK sailing AND tennis</b>	✓✓
	NB: one tick for each correct detail	
Which activity:	<b>CIRCLE photography</b>	✓
Which age group:	<b>TICK 14–15s</b>	✓
Who will pay for flights:	<b>father / dad</b>	✓
Which date you are available from:	<b>1 July / (very) beginning of July</b>	✓

**[Max total for Sections A to B: 6 marks]**

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### Section C

In the space below, write **one** sentence of between 12 and 20 words, giving reasons why you want to come to the UK this summer.

#### Examples of acceptable sentences:

I want to come to the UK this summer in order to improve my English.

I want to go to the UK this summer because I'm going to university next year to study English.

#### For the sentence, award up to 2 marks as follows:

**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.***

**[Max total for Section C: 2 marks]**

**[Max overall total for Exercise 3: 8 marks]**

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**Exercise 4: WaterAid****Why clean water is important:****[max. 2 marks for this heading]**

1. first steps out of poverty / reduces poverty / improve their lives
2. child has time to go to school / child has time to get an education
3. fewer (people) suffer diseases

**What WaterAid has done to help provide clean water:****[max. 4 marks for this heading]**

4. worked with villagers to dig wells
5. pipes have been laid
6. pump installed
7. taught locals how to mend pumps
8. tool boxes given out (to local mechanics)

**How WaterAid gets money to pay for projects:****[max. 3 marks for this heading]**

9. donations
10. fund raising events / fundraisers
11. people organise events
12. government(s) / organisations / companies

**[Max total for Exercise 4: 9 marks]**

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**Exercise 5: Hostile architecture – keeping the unwanted away****Content:****[up to 6 marks]**

1. benches have graffiti-resistant surfaces
2. benches/seats have a sloping surface
3. (stainless steel) spikes outside new buildings
4. benches divided up with armrests
5. studs built into ground-level window ledges
6. bus shelters with transparent sides
7. cameras with speakers
8. sound deterrents / mosquito device

**Language:****[up to 5 marks]**

- 0 marks:** no understanding of the task / no relevant content / meaning completely obscure due to serious language inaccuracies
- 1 mark:** copying without discrimination from text / multiple language inaccuracies
- 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
- 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
- 4 marks:** good attempt to use own words and to organise and sequence points cohesively / generally good control of language
- 5 marks:** good, concise summary style / very good attempt to use own words and to organise and sequence points cohesively

**[Max total for Exercise 5: 11 marks]**



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### Exercise 6: Email to friend about staying in your house

### Exercise 7: Should music be free?

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 once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- 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.

**[Max total for Exercises 6 and 7: 19 marks and 19 marks]**

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## 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> 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><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> 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><b>Development of ideas:</b> Ideas are developed at appropriate length. Engages reader's interest.</p>	6–7	<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>

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<p><b>4–5</b></p>	<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>	<p><b>4–5</b></p>	<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>
<p><b>2–3</b></p>	<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>	<p><b>2–3</b></p>	<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>
<p><b>0–1</b></p>	<p><b>Little relevance:</b> 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>	<p><b>0–1</b></p>	<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>