



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

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**ENGLISH AS A SECOND LANGUAGE**

**0510/21**

Paper 2 Reading and Writing (Extended)

**October/November 2017**

MARK SCHEME

Maximum Mark: 90

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**Published**

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This document consists of **12** 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, 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**

		<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	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: Volunteering for archaeological work**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)	learn about past	<b>1</b>
1(b)	raise awareness / public awareness AND speed (up project) / help <b>ONE MARK FOR EACH CORRECT DETAIL</b>	<b>2</b>
1(c)	universities	<b>1</b>
1(d)	legal reasons	<b>1</b>
1(e)	(level of) fitness / being ready physically	<b>1</b>
1(f)	(start) early / start time	<b>1</b>
1(g)	'tool talk' (given)	<b>1</b>
1(h)	pieces of pot(s)	<b>1</b>

**Exercise 2: 'The mountain ash tree'**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2(a)	(perfect place to observe) wildlife	<b>1</b>
2(b)	wet weather / when it rains / when weather changes	<b>1</b>
2(c)	99.6 metres / 99.6 meters / 99.6 m	<b>1</b>
2(d)	grow wide(r)	<b>1</b>
2(e)	grow less / smaller AND capture less energy / less energy from sun <b>ONE MARK FOR EACH CORRECT DETAIL</b>	<b>2</b>
2(f)	leaves (quite) large / size of leaves	<b>1</b>
2(g)	humans / logging / (trees) cut down	<b>1</b>
2(h)	protected (areas) / (state) regulations	<b>1</b>
2(i)	falling prices / lower prices AND (pressure from) environmental organisations / environmental concerns <b>ONE MARK FOR EACH CORRECT DETAIL</b>	<b>2</b>
2(j)	<ol style="list-style-type: none"> <li>1 mountain ash not as tall / giant redwoods taller mountain ash height limit / giant redwoods no height limit</li> <li>2 mountain ash don't live as long / giant redwoods live longer mountain ash live 400 years / giant redwood live 3000 years</li> <li>3 mountain ash have flowers / mountain ash tallest flowering trees / giant redwoods no flowers</li> <li>4 mountain ash die from fires / giant redwoods don't die in fires mountain ash don't grow branches after fires / giant redwoods grow branches after fires</li> <li>5. mountain ash can't resist diseases / giant redwoods resist diseases</li> </ol> <p><i>(accept 'ash' and 'redwood' to refer to trees)</i></p> <p><b>ONE MARK EACH FOR ANY FOUR FROM FIVE</b></p>	<b>4</b>

**Exercise 3: Video games tester**

Question	Answer	Marks	
3	<b>Section A</b>		
	Full name:	Dominic Noles	✓
	Age:	16 (years (old)) / sixteen (years (old))	✓
	Country of residence:	Belgium	✓
	Email:	dominogamer1@truemail.com	✓
	What interests do you have besides gaming?	(playing) guitar	✓
	<b>Section B</b>		
	How long have you been playing video games?	8 years	✓
	Which type of games have you played most?	<b>TICK</b> role-playing	✓
	What's the name of your favourite video game?	Questor	✓
	Why do you like this game so much?	(set(s)) complicated challenges	✓
	<b>Section C</b>		
	<b>Which of your personal qualities do you think would make you a good video games tester?</b> logical (mind) <b>OR</b> (ability to) focus on detail(s) ( <b>only one required</b> )		✓
	<b>How did you first find out about this video games tester training?</b> (computer science) teacher		✓
	<b>Which of the video games tester training programmes would you prefer to do?</b> <b>CIRCLE</b> Programme C		✓
	<b>Total for Sections A–C:</b>	<b>6</b>	

Question	Answer	Marks
3	<p><b>Section D</b></p> <p><b>Example of an acceptable sentence:</b> I would like to work as a video games designer because I want a well (-) paid job. <i>Do not accept 'tester' for 'designer'</i></p> <p><b><u>Marking Criteria</u></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></p> <p><b><i>Absence of an upper case letter at the beginning should be considered as 1 punctuation error.</i></b></p> <p><b><i>Omission of a word in the sentence should be considered as 1 grammar error.</i></b></p>	2

**Exercise 4: Walking with lions: the lion encounter project**

Question	Answer	Marks
4	<p><b>The young lions – some physical facts</b></p> <p>1 100 kg 2 agile / jump easily 3 40 kph / fast</p>	<b>Max 3</b>
	<p><b>Rules for visitors going on lion walks</b></p> <p>4 accompanied 5 carry stick 6 stay behind (lions) 7 touch (from) neck down / don't touch head 8 at least 1.50 metres / taller than lion 9 do not lie down</p>	<b>Max 3</b>
	<p><b>Arguments supporting the Lion Encounter project</b></p> <p>10 home to abandoned lions / abandoned lions would not survive 11 helps understand (lions) / understand (lions) better 12 encourages protection of habitats / encourages protection of their environment 13 thrilling experience</p>	<b>Max 3</b>

**Exercise 5: Writing song lyrics**

Question	Answer	Marks
5	<p><b>Content:</b></p> <p><b>What you should do:</b></p> <ol style="list-style-type: none"> <li>1 learn from great (song)writers / listen to songs by great (song)writers</li> <li>2 practise / write a lot</li> <li>3 direct (song) at particular audience</li> <li>4 write about issues you have feelings about</li> <li>5 use clear language / ensure understanding</li> <li>6 ask a 'song editor' to look</li> </ol> <p><b>What you should avoid doing:</b></p> <ol style="list-style-type: none"> <li>7 don't imitate / don't copy</li> <li>8 don't mix up poetry and lyrics</li> <li>9 don't worry about grammar</li> <li>10 don't stick to a formula</li> </ol>	<b>Max 6</b>
	<p><b>Language:</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>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 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. fewer than 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)
8–10	<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>

<b>Mark band</b>	<b>CONTENT: relevance and development of ideas (AO: W1, W2, W6)</b>	<b>Mark band</b>	<b>LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)</b>
<b>0–1</b>	<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>	<b>0–1</b>	<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>