



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

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**ENGLISH AS A SECOND LANGUAGE**

**0510/23**

Paper 2 Reading and Writing (Extended)

**October/November 2017**

MARK SCHEME

Maximum Mark: 90

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**Published**

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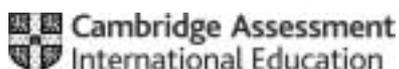
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This document consists of **10** printed pages.



**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 understand and respond to information presented in a variety of forms
- R2 select and organise material relevant to specific purposes
- R3 recognise, understand and distinguish between facts, ideas and opinions
- R4 infer information from texts

**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>

**Exercise 1**

Question	Answer	Marks
1(a)	surfing	1
1(b)	both sides of the board (not close together)	1
1(c)	look at the horizon	1
1(d)	(you may) lose control (of the board) / (you may) lose balance	1
1(e)	four or five (times)	1
1(f)	Australia	1
1(g)	realised benefit of standing when teaching tourists (their sport) <b>AND</b> to get a better view of (incoming) waves  <b>ONE MARK FOR EACH CORRECT DETAIL</b>	2
1(h)	2012	1

**Exercise 2**

Question	Answer	Marks
2(a)	Aids to Scouting	1
2(b)	Brownsea Island / (southern) England	1
2(c)	Chile	1
2(d)	Rosebuds	1
2(e)	two-thirds / 2/3	1
2(f)	Indonesia	1
2(g)	one world one promise	1
2(h)	a flame was lit at Baden-Powell's grave (in Nyeri)	1
2(i)	Chelmsford (England)	1
2(j)	(top of a mountain called) Mont Blanc	1
2(k)	Troop Beverly Hills	1
2(l)	achieve (their) full potential (as they grow up) enjoy the outdoors play useful roles in society achieve world peace / one world one promise learn survival skills equality between girls and boys <b>ONE MARK FOR EACH FOR ANY FOUR FROM SIX</b>	4

**Exercise 3**

Question	Answer	Marks
	<b>Section A: Personal details</b>	✓
3(a)	Full name: Edwin Bakker	✓
3(b)	Home address: De Hofstee, Nobelstraat, 1063 DE, Amsterdam, Netherlands	✓
3(c)	Age: 18	✓
	<b>Section B: Your interests</b>	✓
3(d)	What type of camera do you use? (automatic) digital (camera)	✓
3(e)	What do you most enjoy photographing? (interesting) architecture	✓
3(f)	Have you done a photography course before? DELETE NO	✓
3(g)	If so, please give the course name: Introduction to Photography	✓
3(h)	Which optional topics would you like to choose? TICK Creative colour AND Experiment with light	✓✓
	<b>Section C: The course</b>	✓
3(i)	Which date can you attend? TICK February 2–3	✓
3(j)	Do you require accommodation? DELETE NO	✓
3(k)	How will you pay for the course? CIRCLE credit card	✓
	<b>Total for Sections A–C</b>	<b>6</b>

Question	Answer	Marks
	<b>Section D</b>	
	<p><b>Examples of acceptable sentences:</b> I would rather keep it as a hobby, and I would like to buy a better quality camera. (18 words)</p> <p>Photography is my hobby, and I would like to learn more about it. (13 words)</p> <p><b>Marking Criteria</b>  <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.  <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>  <b><i>Absence of an upper case letter at the beginning should be considered as 1 punctuation error.</i></b>  <b><i>Omission of a word in the sentence should be considered as 1 grammar error.</i></b></p>	<b>2</b>

**Exercise 4**

Question	Answer	Marks
4	<p><b>How to guide a group discussion on art:</b></p> <ol style="list-style-type: none"> <li>1 allow (plenty of) time to look</li> <li>2 question people about what they are looking at</li> <li>3 encourage them to share thoughts and ideas (with each other)</li> <li>4 ask people to explain why the artist has done something / ask people to explain what the artwork means / ask people to explain what the artist is trying to express</li> <li>5 ask people to try to connect with the art / ask how the art makes them feel / ask if the art reminds them of anything</li> <li>6 encourage people to extend their responses / ask them to explain further or add more detail</li> </ol>	<b>Max 5</b>
	<p><b>Examples of follow-up activities to do with your art club:</b></p> <ol style="list-style-type: none"> <li>1 design a postcard</li> <li>2 produce a leaflet (advertising the exhibition)</li> <li>3 write a story about a character in a painting</li> <li>4 role-play an interview with an artist</li> <li>5 create a piece of art (of their own)</li> </ol>	<b>Max 4</b>

**Exercise 5**

Question	Answer	Marks
5	<p><b>Content:</b></p> <p>1 need strength / determination / discipline / stamina / upper-body strength / to train hard</p> <p>2 start the day very early / start at 5 am</p> <p>3 temperature of the water / the low water temperature</p> <p>4 the training is restricted to between May to September / training is restricted to when temperature ranges from 10–20C</p> <p>5 tide / waves</p> <p>6 having to train over longer distances than the competition length</p> <p>7 weather / strong winds / storms</p> <p>8 no lines to guide you / lose your sense of direction</p> <p>9 need to be accompanied</p> <p>10 jellyfish</p> <p>11 (suffering from) exhaustion</p>	<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.

- 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.
- 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).
- Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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> 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	<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>
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>