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Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE **0510/13**

Paper 1 Reading and Writing **May/June 2024**

MARK SCHEME

Maximum Mark: 60

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.

Cambridge International will not enter into discussions about these mark schemes.

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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 descriptions 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.

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Cambridge IGCSE English as a Second Language Paper 1 Reading and Writing tests the following Assessment Objectives:

Reading
R1 demonstrate understanding of specific factual information
R2 demonstrate understanding of the connections between the ideas, opinions and attitudes
R3 identify and select details for a specific purpose
R4 demonstrate understanding of implied meaning

Writing
W1 communicate information, ideas and opinions
W2 organise ideas into coherent text using a range of linking devices
W3 use a range of appropriate grammatical structures and vocabulary
W4 use appropriate register and style for the given purpose and audience

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Exercise 1

Any text in brackets ( ) may be included, but is not essential in order for the mark to be awarded.

Question	Answer	Marks
1	colleague	1

Question	Answer	Marks
2	(on a neighbour's) farm	1

Question	Answer	Marks
3	gardening	1

Question	Answer	Marks
4	making candles	1

Question	Answer	Marks
5	selling honey	1

Question	Answer	Marks
6	**Award one mark for each detail up to a maximum of three marks:** 1 find out the cost 2 research suitable locations (for keeping bees) 3 join a club (first) / learn about keeping bees 4 take a (beekeeping) course	3

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Exercise 2

Question	Answer	Marks
7(a)	D	**1**
7(b)	B	**1**
7(c)	A	**1**
7(d)	B	**1**
7(e)	C	**1**
7(f)	A	**1**
7(g)	D	**1**
7(h)	C	**1**
7(i)	B	**1**

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Exercise 3

Any text in brackets ( ) may be included, but is not essential in order for the mark to be awarded.

Question	Answer	Marks
8	**Award one mark for each acceptable response, up to a maximum of 4 marks:** **Reasons why living walls are popular:** 1 bring nature into urban environments / cities 2 improve (peoples') mood 3 reduce heat loss / reduce energy costs 4 make surrounding air cleaner / replace green spaces that have been disappearing 5 (could) provide a source of food	**4**

Question	Answer	Marks
9	**Award one mark for each acceptable response, up to a maximum of 3 marks:** **Disadvantages of living walls:** 1 (require) (a lot of) hard work to maintain 2 create mess / leaves falling (on the ground below) 3 (can be) expensive / many people may be unable to afford (to install them) 4 damage (to your) property	**3**

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Exercise 4

Question	Answer	Marks
10	C	**1**
11	A	**1**
12	B	**1**
13	A	**1**
14	B	**1**
15	A	**1**

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Exercise 5

Question	Answer	Marks
16	**Award up to a total of 15 marks.** Up to 6 marks to be awarded for Content. Plus up to 9 marks to be awarded for Language. See marking criteria for Questions 16 and 17.	**15**

Exercise 6

Question	Answer	Marks
17	**Award up to a total of 15 marks.** Up to 6 marks to be awarded for Content. Plus up to 9 marks to be awarded for Language. See marking criteria for Questions 16 and 17.	**15**

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Marking criteria for Questions 16 and 17

Table A: Content

Marks	Description
5–6	Task fulfilment • Task is fulfilled. • Content is fully relevant throughout. • Consistently appropriate style for the text type. • Excellent sense of purpose and audience. Development of ideas • Content is very well developed.
3–4	Task fulfilment • Task is generally fulfilled. • Content is generally relevant. • Generally appropriate style for the text type. • Generally good sense of purpose and audience. Development of ideas • Content is generally developed.
1–2	Task fulfilment • Task is only partially fulfilled. • Content is only partially relevant. • Style for the text type is inconsistent or inappropriate. • Insufficient sense of purpose and audience. Development of ideas • Limited attempt to develop content.
0	No creditable response

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Table B: Language

Marks	Description
7–9	Range and accuracy • Content is communicated skilfully and appropriately. • Uses a wide range of common and less common vocabulary appropriately. • Uses a wide range of simple and complex structures. • High level of accuracy of language. Occasional errors may be present, but these do not impede communication. Organisation • Effectively organised and sequenced. • Uses a wide range of linking words and/or other cohesive devices appropriately.
4–6	Range and accuracy • Content is communicated clearly. • Uses a range of common vocabulary appropriately and attempts to use some less common vocabulary. • Uses a range of simple structures and attempts to use some complex structures. • Generally good level of accuracy of language. Errors do not generally impede communication. Organisation • Generally well organised and sequenced. • Uses a range of linking words and/or other cohesive devices generally appropriately.
1–3	Range and accuracy • Content is communicated but lacks clarity. • Uses only common vocabulary. • Uses only simple structures. • Lack of control of language. Errors impede communication. Organisation • Limited attempt at organisation and sequencing. • Limited attempt to use linking words and/or other cohesive devices.
0	No creditable content.

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