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# Cambridge IGCSE™

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

Paper 1 Reading and Writing **October/November 2025**

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.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.



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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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**Annotations guidance for centres**

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

**Annotations**

| Annotation | Meaning |
|---|---|
|  | Correct point |
|  | Benefit of the doubt given |
|  | No benefit of the doubt given |
|  | Information missing |
|  | Repetition |
|  | Meaning is unclear |
|  | Page or response viewed by the examiner – including blank and additional pages (and marked if appropriate) |
|  | Writing response is under word guidance |

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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**

| Question | Answer | Marks |
|---|---|---|
| 1 | fishermen | **1** |

| Question | Answer | Marks |
|---|---|---|
| 2 | (a special training) course | **1** |

| Question | Answer | Marks |
|---|---|---|
| 3 | (use established) footpaths / on foot | **1** |

| Question | Answer | Marks |
|---|---|---|
| 4 | (sea) birds | **1** |

| Question | Answer | Marks |
|---|---|---|
| 5 | oil pollution | **1** |

| Question | Answer | Marks |
|---|---|---|
| 6 | **Award one mark for each detail up to a maximum of three marks:**<br><br>1) (obtain written) permission<br>2) egg-laying season<br>3) (the) arrival of grey seals<br>4) (frequent severe) storms (in the winter) | **3** |

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**Exercise 2**

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

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**Exercise 3**

| Question | Answer | Marks |
|---|---|---|
| 8 | **Award one mark for each acceptable response, up to a maximum of three marks:**<br><br>Effects of urban rewilding that Josh has noticed in his city:<br><br>1 less flooding<br>2 (more) shade (from trees)/cooler in cities<br>3 (more) green spaces<br>4 (more) carefully planned housing (developments) | **3** |

| Question | Answer | Marks |
|---|---|---|
| 9 | **Award one mark for each acceptable response, up to a maximum of two marks:**<br><br>Why urban rewilding is good for business:<br><br>1 save (companies) money<br>2 (workers become) more productive<br>3 (creates) opportunities in the tourist industry | **2** |

| Question | Answer | Marks |
|---|---|---|
| 10 | **Award one mark for each acceptable response, up to a maximum of two marks**:<br><br>Mistaken beliefs about urban rewilding:<br><br>1 anti-business<br>2 (involves) reintroducing large animals<br>3 (means) the end of building (in cities) | **2** |

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**Exercise 4**

| Question | Answer | Marks |
|---|---|---|
| 11 | B | **1** |

| Question | Answer | Marks |
|---|---|---|
| 12 | C | **1** |

| Question | Answer | Marks |
|---|---|---|
| 13 | A | **1** |

| Question | Answer | Marks |
|---|---|---|
| 14 | B | **1** |

| Question | Answer | Marks |
|---|---|---|
| 15 | C | **1** |

| Question | Answer | Marks |
|---|---|---|
| 16 | B | **1** |

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**Generic marking criteria for Exercises 5 and 6**

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

| Question | Answer | Marks |
|---|---|---|
| 18 | **Award up to a total of 15 marks.**<br><br>Up to 6 marks to be awarded for Content.<br>Plus up to 9 marks to be awarded for Language.<br><br>See generic marking criteria for **Questions 16 and 17**. | **15** |

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**Marking criteria for Questions 17 and 18**

**Table A: Content**

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

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**Table B: Language**

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

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