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Cambridge Assessment International Education

Cambridge IGCSE™ (9–1)

ENGLISH AS A SECOND LANGUAGE 9–1 (COUNT-IN SPEAKING) **0991/22**

Paper 2 Reading and Writing (Extended) **May/June 2020**

MARK SCHEME

Maximum Mark: 80

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & 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 descriptors 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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This component forms part of the **Extended** tier assessment of Cambridge IGCSE English as a Second Language and tests the following Assessment Objectives:

AO1: Reading
R1 identify and select relevant information
R2 understand ideas, opinions and attitudes
R3 show understanding of the connections between ideas, opinions and attitudes
R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intentions and feelings

AO2: Writing
W1 communicate information/ideas/opinions clearly, accurately and effectively
W2 organise ideas into coherent paragraphs using a range of appropriate linking devices
W3 use a range of grammatical structures accurately and effectively
W4 show control of punctuation and spelling
W5 use appropriate register and style/format for the given purpose and audience

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Exercise 1

Question	Answer	Marks
1	picking up rubbish	**1**
2	(on her) bookshelf	**1**
3	(put it) in (cool) oven	**1**
4	1886	**1**
5	Indonesia	**1**
6	contact (nearest) German embassy	**1**
7	**Award 1 mark for each detail up to a maximum 2 marks:** (ship's) location / place where the bottle was dropped (captain's / author's) handwriting	**2**
8	study (movement of) ocean currents	**1**
9	**Award 1 mark for each detail up to a maximum 4 marks:** 1 buried in sand 2 tied with string 3 not much water had got in 4 bottle's thick glass 5 avoided exposure to weather	**4**

Exercise 2

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

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Exercise 3

Question	Answer	Marks
11	Award 1 mark for each acceptable response, up to a maximum of 3 marks. Acceptable responses are: **Special events that are held in comic book shops as part of Free Comic Book Day** 1 (free) writing workshops 2 book signings / signings by famous writers 3 (unique) sales promotions 4 careers presentation	**3**
12	Award 1 mark for each acceptable response, up to a maximum of 3 marks. Acceptable responses are: **What shops gain from taking part in Free Comic Book Day** 5 (new) customers / increased sales 6 publicity (for the range of comic books available) 7 new generation of (young comic book) fans 8 business ideas (from other shop owners)	**3**
13	Award 1 mark for each acceptable response, up to a maximum of 3 marks. Acceptable responses are: **How people benefit from reading comic books** 9 (fun way to) relax 10 help struggling readers / learn to love reading 11 explore serious themes (in a straightforward way) 12 improves ability to understand complex information	**3**

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Exercise 4

Question	Answer	Marks
14	Award up to a total of 16 marks.	**16**
	Up to 8 **marks** to be awarded for **Content** (Reading) *Relevant Content points to include are:* **Financial skills that school children should learn:** 1 comparing (the advantages and disadvantages of different) products 2 deciding whether special offers are worth it / understand what is (really) being sold 3 shopping online safely 4 making right financial decisions 5 saving habit /saving spare money **Problems of teaching finance in schools:** 6 regulations change (by the time young people are old enough to have to deal with these things) 7 not (seen as) priority / tend to focus on academic subjects 8 no member of staff responsible (for financial education) 9 little money to buy (new teaching) resources 10 teachers not trained (to teach financial education)	
	Up to 8 **marks** to be awarded for Language (Writing). See generic marking criteria for Exercise 4.	

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Generic marking criteria for Exercise 4

Marks	Language (Writing)
7–8	• Points are very well organised and coherent. Cohesive devices are used effectively. • Very good use of own words. • High level of accuracy of vocabulary and grammatical structures.
5–6	• Points are well organised and coherent. Cohesive devices are used appropriately. • Good use of own words. • Good level of accuracy of vocabulary and simple grammatical structures.
3–4	• Points are partly organised and reasonably coherent. Cohesive devices are used generally appropriately. • Some attempt to use own words, with some reliance on language from the text. • Reasonable level of accuracy of vocabulary and simple grammatical structures.
1–2	• Little or no attempt to organise points. Cohesive devices are either not used or are not used appropriately. • Heavy reliance on language from the text. • Limited control of lexis and grammatical structures.
0	• No response worthy of credit.

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Generic marking criteria for Exercises 5 and 6

The following general instructions, and table of marking criteria, apply to both Exercises 5 and 6.

- You should decide on a mark for Content and Language **separately**.
- **Content** covers the **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).
- **Language** covers **range** (i.e. complexity of vocabulary and sentence structure) **and accuracy** (of grammar, spelling, punctuation and text **organisation**).
- When deciding on a mark for **Content** or **Language**, first of all decide which band is most appropriate. There will not necessarily be an exact fit. Then decide between the lower or the higher mark. Use the lower mark if it fulfils some of the requirements of the band and the higher mark if it fulfils all the requirements of the band.
- 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 required length. If the task is generally fulfilled it will be awarded **at least** 3–4 marks.
- When deciding on a mark for **Language**, look at both the **range** and the **accuracy** of the language. A useful starting point would be first to gain an impression of the level, then to focus on the level descriptors in order to decide on the best fit.
- If the writing is **considerably shorter** than the stated word length, i.e. below 105 words, it should be given a maximum of 3 marks for Content.
- If the writing is only **partly relevant** and therefore can be awarded only 1–2 Content marks, the full range of marks for Language is still available.
- If the writing is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for Content and Language.

Question	Answer	Marks
15	Award up to a total of 16 marks. **Up to 8 marks** to be awarded for **Content**. Plus **up to 8 marks** to be awarded for **Language**. See generic marking criteria for Exercises 5 and 6.	**16**

Question	Answer	Marks
16	Award up to a total of 16 marks. **Up to 8 marks** to be awarded for **Content**. Plus **up to 8 marks** to be awarded for **Language**. See generic marking criteria for Exercises 5 and 6.	**16**

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Marks	Content (maximum 6 marks)	Marks	Language (maximum 6 marks)
7–8	Relevance ● Task is fulfilled. ● Consistently appropriate style and register for the text type. ● Excellent sense of purpose and audience. Development of ideas • Content is very well developed, at appropriate length. • Content is communicated skilfully and effectively.	7–8	Range and accuracy ● Uses a wide range of common and less common vocabulary effectively. ● Uses a wide range of structures, both simple and complex, effectively. ● High level of accuracy of language throughout. Occasional errors may be present but these do not impede communication. ● Errors are related to less common vocabulary or more complex structures. Organisation • Effectively organised and sequenced. • Uses a wide range of linking words and other cohesive devices, effectively.
5–6	Relevance ● Task is fulfilled. ● Generally appropriate style and register for the text type. ● Generally good sense of purpose and audience. Development of ideas ● Content is developed, at appropriate length. ● Content is generally communicated clearly.	5–6	Range and accuracy ● Uses a good range of common vocabulary appropriately, and attempts to use some less common vocabulary. ● Uses a good range of simple structures appropriately, and attempts to use some more complex structures. ● Good level of accuracy of language throughout. Errors do not generally impede communication. ● Errors are generally related to less common vocabulary or more complex structures. Organisation ● Well organised and sequenced. ● Uses a good range of linking words and other cohesive devices, appropriately.

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Marks	Content (maximum 6 marks)	Marks	Language (maximum 6 marks)
3–4	Relevance • Task is generally fulfilled. • Reasonably appropriate style and register for the text type, although this may not be consistent. • Some sense of purpose and audience. Development of ideas • Some development of content, although in places it may be incomplete or repetitive. • Content is communicated, but may lack clarity in places.	3–4	Range and accuracy • Uses mainly common vocabulary, reasonably appropriately. • Uses mainly simple structures, reasonably successfully. • Reasonable level of accuracy of language. Errors may impede communication in places. • Errors may occur when using common vocabulary or simple structures. Organisation • Reasonably well organised and sequenced. • Uses some linking words and other cohesive devices, reasonably appropriately.
1–2	Relevance • Task may only be partially fulfilled. • Style and register for the text type may be inappropriate. • Insufficient sense of purpose and audience. Development of ideas • Limited attempt to develop content, although there may be gaps, irrelevance and/or repetition. • Limited attempt to communicate content, but it lacks clarity in places.	1–2	Range and accuracy • Limited use of vocabulary. • Limited use of structures. • Lack of control of language. • Meaning is often unclear. • Errors occur when using common vocabulary and simple structures. Organisation • Organisation lacks sequencing. • Limited attempt to use linking words and other cohesive devices.
0	• No response worthy of credit.	0	• No response worthy of credit.