



ENGLISH AS A SECOND LANGUAGE

0510/21

Paper 2 Reading and Writing (Extended)

October/November 2016

MARK SCHEME

Maximum Mark: 90

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 will not enter into discussions about these mark schemes.

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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 and understand ideas, opinions and attitudes and the connections between 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

| | | 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 |
| | | | | | | 90 |

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Exercise 1 Welcome to Deacon Dale

- (a) caves / Deacon Hole / tunnels / another world [1]
- (b) put on (climbing) boots OR climbing shoes / (and) a (safety) helmet [1]
 BOTH REQUIRED FOR ONE MARK
- (c) reaching cave / magnificent cave [1]
- (d) easier caves / practice caves [1]
- (e) wetsuit / knee pads / elbow pads [1]
 ANY TWO FROM THREE
- (f) proud / exhausted [1]
- (g) encourages teamwork / encourages trust / shared (sense of) achievement [2]
 ONE MARK EACH FOR ANY TWO FROM THREE
- (h) groups coordinator [1]

[Max total for Exercise 1: 9 marks]

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Exercise 2 Squid that lights up in the dark

- (a) North Pacific Ocean / off south eastern (SE) Japan [1]
- (b) lowered cameras into ocean / lowered cameras from ship / lowered cameras alongside food / attracted (it) with food / put food at end of long line [1]
- (c) 2004 [1]
- (d) blinds (it with flashes) / uses light-producing organs [1]
- (e) lemons [1]
- (f) supports (their) theories / proof / it has been theory until now [1]
- (g) swims backwards and forwards / changes direction rapidly OR bending body / fast OR speed (2.5m per second) / muscular fins
ONE MARK EACH DETAIL - ANY TWO FROM THREE [2]
- (h) muscular fins [1]
- (i) (swim in very) deep waters [1]
- (j) female giant squid **AND** 10 m(etres) [1]
- (k) 1. blind prey / hunt
2. light surroundings / swim in dark places
3. measure distance
4. communication / warning (signal)
5. attract mate
ONE MARK EACH DETAIL - ANY FOUR FROM FIVE [4]

[Max total for Exercise 2: 15 marks]

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Exercise 3 Music Summer School Application

Note: correct spelling is essential throughout the form-filling exercise.

Upper case letters required at the start of proper nouns.

The conventions of form-filling (i.e. instructions to tick, circle, delete and underline) must be observed with total accuracy.

MUSIC SUMMER SCHOOL: Application Form

Section A: Personal details

Full name: **Tieneke Brusche** ✓

Age: **17/17 years/17 years old** ✓

Home address: **Apartment/Apt 79 Grebbeweg 103 Achterberg ((The) Netherlands/Holland)** ✓

College currently attended: **Bakker Academy** ✓

Section B: Music background

What is your main instrument? **trumpet** ✓

What is your current level of ability in that instrument? **TICK advanced** ✓

Name(s) of any musical groups you play in: **Rhenen Brass Music Society Orchestra (Both required for one tick)** ✓

Section C: Proposed Course

Which summer school would you like to attend?

First choice: **Arnhem (School)** ✓

Second choice: **Leo Smit's (Summer School)** ✓

Which type of instrument will you be studying? **UNDERLINE keyboard** ✓

Do you require accommodation? **CIRCLE No** ✓

Where did you hear about the summer schools on offer? **library** ✓

[Total for Sections A, B and C: 6 marks]

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Section D

In the space below, write **one** sentence of between 12 and 20 words explaining why you want to attend a summer school.

Examples of acceptable sentences:

I want to attend a summer school as it will improve my piano playing.

I hope I'll be able to meet other musicians at a summer school.

I have a long summer holiday, so it will be good to attend a summer school.

I would like to study somewhere new, so a summer school would be ideal.

For the sentence, award up to 2 marks as follows:

2 marks: no fewer than 12 and no more than 20 words; proper sentence construction; correct spelling, punctuation and grammar; relevant to context.

1 mark: 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.

0 marks: 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.

Absence of a full stop at the end should be considered as 1 punctuation error.

Absence of an upper case letter at the beginning should be considered as 1 punctuation error.

Omission of a word in the sentence should be considered as 1 grammar error.

[Max total for Section C: 2 marks]

[Max overall total for Exercise 3: 8 marks]

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Exercise 4 Life on Mars

Reasons to take part in the Mars Alpha project

[max 4 marks this heading]

1. exciting / explore (beyond our world) / adventure / curio
2. provide (valuable) information / information for scientists
3. achieve dream / set foot on Mars / live on another planet
4. on TV / reality TV show / world watching
5. no human visited Mars / biggest thing mankind done
6. honour

How the first group will survive on Mars

[max 5 marks this heading]

1. fit / adaptable / teamwork
2. water (extracted) from soil
3. water recycled
4. grow food
5. emergency food (supply)
6. protective clothing

[Max total for Exercise 4: 9 marks]

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Exercise 5 Rush Hour in the Sky

Content: [up to 6 marks]

Benefits:

- 1 eases traffic / avoids traffic / travel round cities / alternative transport
- 2 eco-friendly / smooth / powered by electricity / charged by sun / fight against global warming/ uses green energy / uses solar cells
- 3 touchscreen (controls) / digital (controls) / auto functions
- 4 fast / carries people from city to city in no time / London to Paris under 2 hours /193kmph
- 5 takes off quickly / executives arrive on time / arrive at meetings on time
- 6 small / light / weighs (about) 1000 kg
- 7 flying distance 480 km

Problems:

- 8 difficult to land
- 9 not efficient in cloudy climates / needs sun
- 10 needs (more) regulation
- 11 need pilot's licence
- 12 difficult for air traffic control/high altitude / 4000 m high / large number in air

Language: [up to 5 marks]

- 0 marks:** no understanding of the task/no relevant content/meaning completely obscure due to serious language inaccuracies
- 1 mark:** copying without discrimination from text/multiple language inaccuracies
- 2 marks:** heavy reliance on language from the text with no attempt to organise and sequence points cohesively/limited language expression making meaning at times unclear
- 3 marks:** some reliance on language from the text, but with an attempt to organise and sequence points cohesively/language satisfactory, but with some inaccuracies
- 4 marks:** good attempt to use own words and to organise and sequence points cohesively/generally good control of language
- 5 marks:** good, concise summary style/very good attempt to use own words and to organise and sequence points cohesively

[Max total for Exercise 5: 11 marks]

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Exercise 6 A new club at school

Exercise 7 Changes to the school day

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 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.
- 8 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.
- 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.

[Max total for Exercises 6 and 7: 19 marks and 19 marks]

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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>Highly effective:</p> <p>Relevance: 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>Development of ideas: 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>Precise:</p> <p>Style: 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>Accuracy: Well-constructed and linked paragraphs with very few errors of any kind.</p> |
| 6–7 | <p>Effective:</p> <p>Relevance: 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>Development of ideas: Ideas are developed at appropriate length. Engages reader's interest.</p> | 6–7 | <p>Competent:</p> <p>Style: 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>Accuracy: 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> |

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| 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>Largely Relevant</p> <p>Relevance: Fulfil 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>Development of ideas: Material is satisfactorily developed at appropriate length.</p> | 4–5 | <p>Satisfactory</p> <p>Style: 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>Accuracy: 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>Partly relevant:</p> <p>Relevance: 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>Development of ideas: Supplies some detail but the effect is incomplete and repetitive.</p> | 2–3 | <p>Errors intrude:</p> <p>Style: Simple structures and vocabulary.</p> <p>Accuracy: 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> |

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| Mark band | CONTENT: relevance and development of ideas (AO: W1, W2, W6) | Mark band | LANGUAGE: style and accuracy (AO: W1, W3, W4, W5) |
|-----------|---|-----------|---|
| 0–1 | <p>Little relevance:</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>Hard to understand:</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> |