



# Cambridge IGCSE™

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**ENGLISH AS A SECOND LANGUAGE**

**0510/22**

Paper 2 Reading and Writing (Extended)

**February/March 2023**

MARK SCHEME

Maximum Mark: 80

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**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.

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

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

**Exercise 1**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1	1903	1
2	accident	1
3	4000 light bulbs	1
4	slopes	1
5	the station was (moved) underground / moved underground	1
6	General John Pershing	1
7	<b>Award 1 mark for each detail up to a maximum 2 marks:</b> small area of ceiling was left in its natural state (new) stairs were built higher (than the old ones)	2
8	studios	1
9	<b>Award 1 mark for each detail up to a maximum 4 marks:</b> (only) limited work could be done during the day (the construction company) didn't hire enough workers work paused regularly (to allow trains to pass) machinery could only be used when passengers weren't present (workers) had to wait for clear tracks (before removing rock)	4

**Exercise 2**

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

**Exercise 3**

Question	Answer	Marks
11	<p><i>Award 1 mark for each acceptable response, up to a maximum of 5 marks.</i> <i>Acceptable responses are:</i></p> <p><b>advantages of reading translated fiction</b></p> <ol style="list-style-type: none"> <li>1 the best literature (is likely to be translated)</li> <li>2 experience other cultures</li> <li>3 increases our vocabulary</li> <li>4 access to more books</li> <li>5 (can enjoy a wide) range of writing styles</li> <li>6 more than just a copy of the original / (can be very) interesting to compare a translated book with the original version</li> </ol>	<b>5</b>
12	<p><i>Award 1 mark for each acceptable response, up to a maximum of 4 marks.</i> <i>Acceptable responses are:</i></p> <p><b>challenges facing people who translate fiction</b></p> <ol style="list-style-type: none"> <li>7 humour is easy to misunderstand / translating humour / humour is misunderstood</li> <li>8 words with more than one meaning</li> <li>9 (some) cultural references</li> <li>10 written conversation / natural speech</li> <li>11 (demanding to) keep the original rhythm</li> </ol>	<b>4</b>

**Exercise 4**

Question	Answer	Marks
13	Award up to a total of 16 marks.	
	<p>Up to <b>8 marks</b> to be awarded for <b>Content</b> (Reading)</p> <p><i>Relevant Content points to include are:</i></p> <ol style="list-style-type: none"> <li>1 helps create positive emotions</li> <li>2 allow scientists to research (various methods of) conservation</li> <li>3 offer education programmes / offer education events / teach people about the natural world</li> <li>4 improves the economy (of wider region)</li> <li>5 provide employment to local people</li> <li>6 preserve the land of ancestors / preserve the culture of ancestors</li> <li>7 protect (different) species</li> <li>8 absorb (huge amounts of) carbon dioxide / people protect plants and plants protect people – it works both ways</li> <li>9 assist in the production of clean, renewable energy / water source, used to provide electricity</li> <li>10 (people love to use a park to have) an adventure</li> </ol>	<b>8</b>
	<p>Up to <b>8 marks</b> to be awarded for Language (Writing). See generic marking criteria for Exercise 4.</p>	<b>8</b>

**Generic marking criteria for Exercise 4**

<b>Marks</b>	<b>Language (Writing)</b>
7–8	<ul style="list-style-type: none"> <li>• Points are very well organised and coherent. Cohesive devices are used effectively.</li> <li>• Very good use of own words.</li> <li>• High level of accuracy of vocabulary and grammatical structures.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Points are well organised and coherent. Cohesive devices are used appropriately.</li> <li>• Good use of own words.</li> <li>• Good level of accuracy of vocabulary and simple grammatical structures.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Points are partly organised and reasonably coherent. Cohesive devices are used generally appropriately.</li> <li>• Some attempt to use own words, with some reliance on language from the text.</li> <li>• Reasonable level of accuracy of vocabulary and simple grammatical structures.</li> </ul>
1–2	<ul style="list-style-type: none"> <li>• Little or no attempt to organise points. Cohesive devices are either not used or are not used appropriately.</li> <li>• Heavy reliance on language from the text.</li> <li>• Limited control of lexis and grammatical structures.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>

**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 1–2 marks or less for Content for only partially fulfilling the task. If the writing is between 105 and 150 words then it is unlikely to be given more than 5 marks for Content because of a lack of detail and development.
- 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
14	Award up to a total of 16 marks. <b>Up to 8 marks</b> to be awarded for <b>Content</b> . Plus <b>up to 8 marks</b> to be awarded for <b>Language</b> . See generic marking criteria for Exercises 5 and 6.	<b>16</b>

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



## Marking Criteria for Exercises 5 and 6

Marks	Content (maximum 8 marks)	Marks	Language (maximum 8 marks)
7–8	<p><u>Relevance</u></p> <ul style="list-style-type: none"> <li>Task is fulfilled.</li> <li>Consistently appropriate style and register for the text type.</li> <li>Excellent sense of purpose and audience.</li> </ul> <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> <li>Content is very well developed, at appropriate length.</li> <li>Content is communicated skilfully and effectively.</li> </ul>	7–8	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>Uses a wide range of common and less common vocabulary effectively.</li> <li>Uses a wide range of structures, both simple and complex, effectively.</li> <li>High level of accuracy of language throughout. Occasional errors may be present but these do not impede communication.</li> <li>Errors are related to less common vocabulary or more complex structures.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>Effectively organised and sequenced.</li> <li>Uses a wide range of linking words and other cohesive devices, effectively.</li> </ul>
5–6	<p><u>Relevance</u></p> <ul style="list-style-type: none"> <li>Task is fulfilled.</li> <li>Generally appropriate style and register for the text type.</li> <li>Generally good sense of purpose and audience.</li> </ul> <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> <li>Content is developed, at appropriate length.</li> <li>Content is generally communicated clearly.</li> </ul>	5–6	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>Uses a good range of common vocabulary appropriately, and attempts to use some less common vocabulary.</li> <li>Uses a good range of simple structures appropriately, and attempts to use some more complex structures.</li> <li>Good level of accuracy of language throughout. Errors do not generally impede communication.</li> <li>Errors are generally related to less common vocabulary or more complex structures.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>Well organised and sequenced.</li> <li>Uses a good range of linking words and other cohesive devices, appropriately.</li> </ul>

Marks	Content (maximum 8 marks)	Marks	Language (maximum 8 marks)
3–4	<p><u>Relevance</u></p> <ul style="list-style-type: none"> <li>• Task is generally fulfilled.</li> <li>• Reasonably appropriate style and register for the text type, although this may not be consistent.</li> <li>• Some sense of purpose and audience.</li> </ul> <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> <li>• Some development of content, although in places it may be incomplete or repetitive.</li> <li>• Content is communicated, but may lack clarity in places.</li> </ul>	3–4	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Uses mainly common vocabulary, reasonably appropriately.</li> <li>• Uses mainly simple structures, reasonably successfully.</li> <li>• Reasonable level of accuracy of language. Errors may impede communication in places.</li> <li>• Errors may occur when using common vocabulary or simple structures.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>• Reasonably well organised and sequenced.</li> <li>• Uses some linking words and other cohesive devices, reasonably appropriately.</li> </ul>
1–2	<p><u>Relevance</u></p> <ul style="list-style-type: none"> <li>• Task may only be partially fulfilled.</li> <li>• Style and register for the text type may be inappropriate.</li> <li>• Insufficient sense of purpose and audience.</li> </ul> <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> <li>• Limited attempt to develop content, although there may be gaps, irrelevance and/or repetition.</li> <li>• Limited attempt to communicate content, but it lacks clarity in places.</li> </ul>	1–2	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Limited use of vocabulary.</li> <li>• Limited use of structures.</li> <li>• Lack of control of language. Meaning is often unclear.</li> <li>• Errors occur when using common vocabulary and simple structures.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>• Organisation lacks sequencing.</li> <li>• Limited attempt to use linking words and other cohesive devices.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>