



# Cambridge IGCSE™ (9–1)

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**ENGLISH AS A SECOND LANGUAGE**

**0991/01**

Paper 1 Reading and Writing

**For examination from 2024**

MARK SCHEME

Maximum Mark: 60

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**Specimen**

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This document has **8** pages. Any blank page are indicated.

**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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

**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 descriptions in mind.

Cambridge IGCSE (9–1) 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

Question	Answer	Marks
1	South Africa	1

Question	Answer	Marks
2	(the) head	1

Question	Answer	Marks
3	prevents insect attacks	1

Question	Answer	Marks
4	mist	1

Question	Answer	Marks
5	two centimetres	1

Question	Answer	Marks
6	<b>Award one mark for each detail up to a maximum of three marks.</b> 1 grow them in sandy soil 2 protect the plants from strong sunlight 3 use a container of sufficient depth 4 be patient	3

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

Question	Answer	Marks
8	Award one mark for each acceptable response, up to a maximum of three marks.  <b>Disadvantages of tiny homes:</b> 1 (high) cost of the fuel (needed) to transport them 2 not every region has building regulations 3 not (always) straightforward to connect to (a range of) services 4 (can be) tricky to control the temperature inside	3

Question	Answer	Marks
9	Award one mark for each acceptable response, up to a maximum of four marks.  <b>Reasons why tiny homes are popular:</b>  1 (can be) easily moved 2 (encourages you to) get rid of (unnecessary) possessions 3 (increased) media interest (in the idea) 4 many companies (now) specialise in building them 5 desire to leave a smaller carbon footprint	4

Question	Answer	Marks
10	A	1

Question	Answer	Marks
11	C	1

Question	Answer	Marks
12	B	1

Question	Answer	Marks
13	A	1

Question	Answer	Marks
14	B	1

Question	Answer	Marks
15	B	1

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 generic marking criteria for Questions 16 and 17.	15

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 generic marking criteria for Questions 16 and 17.	15

**Marking criteria for Questions 16 and 17****Table A: Content**

<b>Marks</b>	<b>Description</b>
<b>5–6</b>	<p><u>Task fulfilment</u></p> <ul style="list-style-type: none"> <li>• Task is fulfilled.</li> <li>• Content is fully relevant throughout.</li> <li>• Consistently appropriate style 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.</li> </ul>
<b>3–4</b>	<p><u>Task fulfilment</u></p> <ul style="list-style-type: none"> <li>• Task is generally fulfilled.</li> <li>• Content is generally relevant.</li> <li>• Generally appropriate style 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 generally developed.</li> </ul>
<b>1–2</b>	<p><u>Task fulfilment</u></p> <ul style="list-style-type: none"> <li>• Task is only partially fulfilled.</li> <li>• Content is only partially relevant.</li> <li>• Style for the text type is inconsistent or 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.</li> </ul>
<b>0</b>	No creditable content.

**Table B: Language**

<b>Marks</b>	<b>Description</b>
<b>7–9</b>	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Content is communicated skilfully and appropriately.</li> <li>• Uses a wide range of common and less common vocabulary appropriately.</li> <li>• Uses a wide range of simple and complex structures.</li> <li>• High level of accuracy of language. Occasional errors may be present, but these do not impede communication.</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/or other cohesive devices appropriately.</li> </ul>
<b>4–6</b>	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Content is communicated clearly.</li> <li>• Uses a range of common vocabulary appropriately, and attempts to use some less common vocabulary.</li> <li>• Uses a range of simple structures, and attempts to use some complex structures.</li> <li>• Generally good level of accuracy of language. Errors do not generally impede communication.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>• Generally well organised and sequenced.</li> <li>• Uses a range of linking words and/or other cohesive devices generally appropriately.</li> </ul>
<b>1–3</b>	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Content is communicated but lacks clarity.</li> <li>• Uses only common vocabulary.</li> <li>• Uses only simple structures.</li> <li>• Lack of control of language. Errors impede communication.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>• Limited attempt at organisation and sequencing.</li> <li>• Limited attempt to use linking words and/or other cohesive devices.</li> </ul>
<b>0</b>	No creditable content.

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