

**MARK SCHEME for the May/June 2013 series**

**0511 ENGLISH AS A SECOND LANGUAGE**

**0511/23** Paper 2 (Reading and Writing – Extended),  
maximum raw mark 90

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.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2013</b>	<b>0511</b>	<b>23</b>

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 understand and respond to information presented in a variety of forms
- R2 select and organise material relevant to specific purposes
- R3 recognise, understand and distinguish between facts, ideas and opinions
- R4 infer information from texts

**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**

		<b>Reading objectives tested</b>	<b>Marks for reading objectives</b>	<b>Writing objectives tested</b>	<b>Marks for writing objectives</b>	<b>Total available marks</b>
Exercise 1	Reading (1)	R1	9		---	<b>9</b>
Exercise 2	Reading (2)	R1	15		---	<b>15</b>
Exercise 3	Information transfer	R1, R2	6	W1, W5	2	<b>8</b>
Exercise 4	Note-making	R1, R2, R3	9		---	<b>9</b>
Exercise 5	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5	5	<b>11</b>
Exercise 6	Writing (1)		---	W1, W2, W3, W4, W5, W6	19	<b>19</b>
Exercise 7	Writing (2)		---	W1, W2, W3, W4, W5, W6	19	<b>19</b>
						<b>90</b>

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2013</b>	<b>0511</b>	<b>23</b>

**Exercise 1 DISCOVER WASHINGTON DC**

- (a) 1790s [1]
- (b) art / culture / food / drink ANY TWO [1]
- (c) (city has an) eco-friendly project [1]
- (d) hop on and off (at points of interest) / travel on 3 different routes [1]
- (e) purple (line) [1]
- (f) bus / bike / on foot ANY TWO [1]
- (g) where spies used to operate / more spies used to live here (than anywhere else) [1]
- (h) families / family groups [1]
- (i) (the) upper deck at (the National's) Ballpark [1]

**Max total for exercise 1: 9 marks**

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2013</b>	<b>0511</b>	<b>23</b>

**Exercise 2 INDIA’S HIDDEN TREASURE**

- (a) (in six) (secret) underground rooms [1]
- (b) the (exact / vast) quantity of the treasure (which had already been uncovered) [1]
- (c) (they have) opened five (of the six secure) underground storerooms [1]
- (d) (room) 3 **AND** 6 billion dollars **BOTH NEEDED** [1]  
*Do not accept ‘6 billions of dollars’*
- (e) 18th Century [1]
- (f) (millions of) ordinary citizens [2]  
 (a) wealthy merchant(s) **1 MARK EACH DETAIL**
- (g) to make a (detailed) list of (all) the contents (of the treasure) [1]
- (h) the royal family are not competent to manage the wealth (of the temple)  
 the royal family are unable to keep the treasure (adequately) secure [2]  
*‘Royal family’ must be mentioned at least once*
- (i) examine the locks [1]
- (j) gold statues  
 precious silver rings  
 jewellery covered in diamonds  
 (hundreds of) antique silver coins  
 (two) golden coconut shells (decorated with precious stones) **ANY FOUR** [4]

**Max total for exercise 2: 15 marks**

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2013</b>	<b>0511</b>	<b>23</b>

**Exercise 3 YOUNG ARTISTS' EXHIBITION:  
Application form for exhibitors**

*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.*

**SECTION A – Personal details**

Full name: Brenda Tan Age: 19

Address: 12B Mayfair Apartments, Lemon Grove Road, 247452 (Singapore)

Telephone number: 6572 4831

Email address: [tan.blooms@busnet.sg](mailto:tan.blooms@busnet.sg)

Current status: (please underline one) UNDERLINE employee

Name and address of place of study / work:

Tan's Blooms 28 Roberts Road, 248160 (Singapore)

**SECTION B – Details of exhibits**

Number of pieces of work submitted: CIRCLE 2

Chosen art form: TICK Water-colour

Give a brief description of the work(s) which you are submitting:

(portrait an) old lady selling flowers

(picture of) fish at (the) market

Have you ever taken part in a previous art competition? DELETE No

If yes, please give details of the competition: national art competition (in 2011)

**Max. total for Sections A and B: 6 marks**

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2013</b>	<b>0511</b>	<b>23</b>

## **SECTION C**

**The sentence must be written in the first person.**

**Sample sentences:**

I want to receive training at one of the famous foreign art colleges.

My greatest ambition is to become a professional artist after I finish my training.

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 a sentence should be considered as 1 grammar error.***

***Max total for exercise 3: 8 marks***

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2013</b>	<b>0511</b>	<b>23</b>

#### **Exercise 4 THE POWER OF WATER**

*NB Correct answers only apply if they are placed under the correct sub-heading (as detailed below). Only one mark may be awarded per line. Add the correct answers (i.e. total of ticks) to give a total out of 9. Remember that this exercise is marked for content (reading) not language.*

#### **What is needed to make a mini-power station work (max 3 marks for this section)**

- 1 (screw-shaped) (revolving) cylinder
- 2 river with (reasonably) good flow (of water)
- 3 weir/man-made waterfall
- 4 abandoned factory building
- 5 falling water

#### **Potential amount of energy produced by a mini power-station (max 3 marks for this section)**

- 6 (enough electricity to) power 70 homes
- 7 3% of the UK's electricity
- 8 70 kilowatts (kw) (of electricity)
- 9 85% of energy converted to electrical power

#### **Objections to the scheme (max 3 marks for this section)**

- 10 (increased) noise (pollution / levels)
- 11 number of fish reduced
- 12 fish movement blocked/fish stopped from migrating up and down rivers
- 13 parts of rivers dried up
- 14 survival of food for fish / invertebrates threatened

**Max total for exercise 4: 9 marks**

<b>Page 8</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2013</b>	<b>0511</b>	<b>23</b>

## **Exercise 5 FLOATING CLINIC**

### **Content (up to 6 marks)**

#### **Difficult living conditions of the people on the lagoon**

- 1 overcrowded / densely packed accommodation
- 2 shaky wooden walkways
- 3 nearest hospital/healthcare centre on mainland
- 4 long / difficult journey to reach doctor
- 5 (suitable) boat not always available

#### **Help provided by MSF**

- 6 established close relationship with community
- 7 (floating) clinic opened in (middle of) lagoon
- 8 can treat most patients on the spot / at clinic
- 9 transport worst cases to mainland (by 'ambulance' boat)
- 10 maternal healthcare / cure sick expectant mothers / ensure safe births

### **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**



<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2013</b>	<b>0511</b>	<b>23</b>

### Exercise 6: Conversation with a celebrity

### Exercise 7: New highway close to where you live

The following general instructions, and table of marking criteria, apply to both exercises.

- 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.
- **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).
- **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).
- 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.
- 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.
- 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.
- 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.
- If the essay is considerably **shorter than the stated word length**, 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.
- 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.
- 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 exercise 6: 19 marks**  
**Max total for exercise 7: 19 marks**

Page 10	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2013	0511	23

**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><b>Highly effective:</b></p> <p><b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. <i>Award 10 marks.</i> Fulfils the task, with consistently appropriate register and very good sense of purpose and audience. <i>Award 8/9 marks.</i></p> <p><b>Development of ideas:</b></p> <p>Original, well-developed ideas. Quality is sustained. Outstanding. <i>Award 10 marks.</i> 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><b>Precise:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> Well-constructed and linked paragraphs with very few errors of any kind.</p>

Page 11	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2013	0511	23

<p><b>6–7</b></p>	<p><b>Effective:</b></p> <p><b>Relevance:</b> Fulfil the task, with appropriate register and a good sense of purpose and audience. <i>Award 7 marks.</i></p> <p>Fulfil the task, with appropriate register and some sense of purpose and audience. <i>Award 6 marks.</i></p> <p><b>Development of ideas:</b> Ideas are developed at appropriate length. Engages reader’s interest.</p>	<p><b>6–7</b></p>	<p><b>Competent:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> 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>
<p><b>4–5</b></p>	<p><b>Largely relevant:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</p>	<p><b>4–5</b></p>	<p><b>Satisfactory:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> 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>

Page 12	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2013	0511	23

<p><b>2–3</b></p>	<p><b>Partly relevant:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Supplies some detail but the effect is incomplete and repetitive.</p>	<p><b>2–3</b></p>	<p><b>Errors intrude:</b></p> <p><b>Style:</b> Simple structures and vocabulary.</p> <p><b>Accuracy:</b> 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>
<p><b>0–1</b></p>	<p><b>Little relevance:</b></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>	<p><b>0–1</b></p>	<p><b>Hard to understand:</b></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>