

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0511 ENGLISH AS 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.

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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 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

		Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	R1	9		–	9
Exercise 2	Reading (2)	R1	15		–	15
Exercise 3	Information transfer	R1, R2	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: TIME FOR TEA

- (a) makes you fully alive [1]
- (b) less caffeine [1]
- (c) milk [1]
- (d) unusual brown colour [1]
- (e) refreshed / full of energy [1]
- (f) adding natural/fruity and floral ingredients [1]
- (g) 19th century [1]
- (h) citrus AND Italy. BOTH NEEDED [1]
- (i) leaves can be used again and again/produce several cups of tea [1]

Max total for exercise 1: 9 marks

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Exercise 2: SLATE AND ROOF SLATES

- (a) movement of Earth's crust [1]
- (b) small variations in the amount of each mineral element [1]
- (c) remove a large section of rock / blast the side of the mountain [1]
- (d) electrically-powered machines [1]
- (e) rectangular [1]
30 centimetres long AND 20 centimetres wide. BOTH NEEDED [1]
- (f) cannot be set on fire AND doesn't conduct electricity. BOTH NEEDED [1]
- (g) mills and factories were opened / industrial buildings were opened
small villages expanded into large towns
many new homes were built for workers and their families
ANY TWO FROM THREE [2]
- (h) Germany AND 80/eighty million tonnes. BOTH NEEDED [1]
- (i) National Slate Museum of Wales [1]
- (j) Great New Quarry of Dinorwig / Dinorwig Quarry opened in 1787
3,000 workers were employed / slate quarrying was major industry in 1882
17,000 workers employed / produced 485,000 tonnes of slates in 1898
Other roofing materials developed / demand for slates declined in 20th century
Dinorwig Quarry closed down in 1969. ANY FOUR FROM FIVE [4]

Max total for exercise 2: 15 marks

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Exercise 3: EAC TRAINING PROGRAMME APPLICATION FORM

SECTION A – Personal Details

Full name: Heinrich Dortmann
 Address: Frankelstrasse 171, Hamburg, Germany
 Age: 19 Telephone number: 40276 1388
 Email address: heinidor@skynet.de
 Educational results: 3 grade 1s in final exams
 Present employment: motor mechanic
 Do you hold a full driving licence? DELETE YES

SECTION B – Training Programme Details

Which country do you wish to work in? Germany
 Which EAC department do you wish to join? Maintenance
 Where will you live if you are accepted on the training programme?
 TICK private home
 Full names and occupations of **two** referees:
 Gunter Eckhart (vehicle repair) workshop manager
 Dr Tomas Richter (school) principal

Max. total for Sections A and B: 6 marks

SECTION C

Write one sentence between 12–20 words, describing your main ambition if you are offered long-term employment with EAC.

The sentence must be written in the first person. If only one part of the question is addressed, a maximum of one mark can be awarded. Any additional error = 0.

Acceptable example sentences

My main ambition is to travel to other parts of the world.
 My main ambition is to get a professional engineering qualification after 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 the sentence should be considered as 1 grammar error.

Max total for exercise 3: 8 marks

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Exercise 4: VOYAGE TO THE BOTTOM OF THE SEA

What may be viewed at the bottom of the sea (maximum of 2)

- 1 volcanic gases bubbling up
- 2 wreck of ship/Titanic
- 3 extraordinary plants/creatures living on sea floor

Conditions at 11 000 metres under water (maximum of 2)

- 4 poor visibility due to lack of light
- 5 water pressure thousand times more than on the surface
- 6 temperatures just above zero

Features of the circular shaped super-submarine (maximum of 2)

- 7 made of special glass/glass more than 10cm thick
- 8 all round view/360 degree view
- 9 powerful lamps to illuminate

Objectives of the manufacturers of the super-submarines (maximum of 3)

- 10 reach the deepest part of the ocean/reach 11 000 metres below the surface
- 11 provide leisure activities
- 12 sell vessel for \$40m each
- 13 help scientists to study deepest part of ocean
- 14 help scientists learn about plants and creatures at bottom of sea

Max total for exercise 4: 9 marks

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Exercise 5: NEARLY DEAD AS A DODO

Award maximum of 6 marks for Content and a maximum of 5 marks for Language.

Content (up to 6 marks)

Threats to survival of the bird in the wild

1. snow / floods / predators in breeding grounds
2. 8,000km journey/long journey/dangerous journey
3. traditional resting places disappearing
4. trapped for food
5. only 100 breeding pairs at most now left in wild / number of pairs declined

Measures taken to preserve the bird

6. Trust set up project to save spoon-billed sandpipers from extinction
7. Trust collected eggs
8. baby birds kept in Moscow zoo / in isolation
9. surviving birds taken to bird sanctuary/cared for by Trust in England
10. local people paid to save / protect birds
11. funds promised to protect places where birds stop in Bangladesh

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: Cousin's wedding

Exercise 7: Who has the greatest influence on 16- to 18-year-olds?

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

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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: Fulfil the task, with consistently appropriate register and excellent sense of purpose and audience. <i>Award 10 marks.</i></p> <p>Fulfil 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>

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6–7	<p>Effective:</p> <p>Relevance: 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>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>
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>

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<p>2–3</p>	<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>	<p>2–3</p>	<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>
<p>0–1</p>	<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>	<p>0–1</p>	<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>