MARK SCHEME for the May/June 2014 series

0511 ENGLISH AS A SECOND LANGUAGE

0511/13 Paper 1 (Reading and Writing – Core),
maximum raw mark 70

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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

IGCSE English as a Second Language Core tier Reading / Writing (Paper 1)
This component forms part of the Core 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

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 1

		Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	R1	7		–	**7**
Exercise 2	Reading (2)	R1	11		–	**11**
Exercise 3	Information transfer	R1, R2	10	W1, W5	4	**14**
Exercise 4	Note-making	R1, R2, R3	7		–	**7**
Exercise 5	Summary		–	W1, W2, W3, W4, W5	5	**5**
Exercise 6	Writing (1)		–	W1, W2, W3, W4, W5, W6	13	**13**
Exercise 7	Writing (2)		–	W1, W2, W3, W4, W5, W6	13	**13**
						70

Exercise 1 – Take the Train

(a) 200 kilometres per hour [1]

(b) train manager AND crew /other crew member [1]
BOTH NEEDED

(c) Saturday AND Sunday / weekends [1]

(d) reclining seats / seats that allow you to lie back [1]

(e) blue sign [1]

(f) quiet carriage [1]

(g) standard / non-first class [1]

Maximum total for exercise 1: 7 marks

Exercise 2 – The Green Man

(a) wood and stone / wood or stone [1]

(b) most frightening [1]

(c) copied the same old designs [1]

(d) front doors
furniture
ONE MARK FOR EACH DETAIL [2]

(e) growth of new vegetation / spring [1]

(f) hairstyles [1]

(g) might see the Green Man
might be fierce animal – ONE MARK FOR EACH DETAIL [2]

(h) early middle ages AND 100 BOTH NEEDED [1]

(i) symbol of unity between humans and nature [1]

Max total for exercise 2: 11 marks

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Exercise 3 – Animal Rescue Centre Scholarship Application

Section A: Personal details

Full Name: **Austin Boon** [1]

Address: **121 Abington Avenue, Northampton, NN1 4QN (England)** [1]

Email: **aboo22@livewire.co.uk** [1]

Cellphone number: **07850210689** [1]

Age Group: **CIRCLE 16-18** [1]

Section B: Additional details

Do you suffer from any health problems which would make contact with animals unsuitable for you?
DELETE YES [1]

We require all applicants to have a vaccination against tetanus.
TICK I am up to date with an injection against tetanus [1]

Name and occupation of person willing to provide a reference:

Mrs Redwood [1]

biology teacher [1]

Name of school: **Greenway High School** [1]

Max total for Sections A and B: 10 marks

SECTION C

In the space below, write **one** sentence describing your experience with animals and **one** sentence saying why you have applied for this scholarship.

Sentences must be written from the point of view of Austin Boon.

Sample sentence 1:
I have always helped look after the animals on my grandfather's farm during the holidays. I know how to milk cows and groom horses.

Sample sentence 2:
I am keen on this scholarship because it combines theory with practical work. If I won the scholarship, I could learn the theory of animal care.I could observe the animals and carry out hands-on activities with the animals.
For each sentence, award up to 2 marks as follows:

2 marks: proper sentence construction; correct spelling, punctuation and grammar; gives the information asked for

1 mark: proper sentence construction; 1–3 errors of punctuation / spelling / grammar (without obscuring meaning); gives the information asked for

0 marks: more than 3 errors of punctuation / spelling / grammar; and/or does not give the information asked for; and/or not a proper sentence; and/or meaning obscure

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 Section C: 4 marks

Max total for exercise 3: 14 marks

Exercise 4 – Communications Technology in Africa

How technology helped a farmer in Kenya   *(max 3 marks for this heading)*

1. discovered ants were eating his potato stems / discovered cause of problem with potatoes / searched internet for information about potato disease
2. found cure for disease / sprinkle wood ash on crop / got healthy potatoes
3. found local buyer for his rescued crop
4. gets latest potato prices

Financial benefits of new technology to Nigerians   *(max 4 marks for this heading)*

5. cost of sim cards
6. cellphone calls now cheaper
7. huge foreign investments
8. cheap text messaging service
9. new businesses started

Max total for exercise 4: 7 marks

Exercise 5   Communications Technology in Africa: summary

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: 5 marks

Exercise 6   Film or play seen

Exercise 7: Olympic Games

Transcribing the prompts with no original development by the candidate will limit both content and language marks to the 2–3 band. However, if candidates also include some original ideas, higher marks can be awarded.

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

- Award the answer a mark for **content (C)** [out of 7] and a mark for **language (L)** [out of 6] 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 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 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,** 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: 13 marks
Max total for exercise 7: 13 marks

GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (Core tier)

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
6–7	**Effective**: ***Relevance***: Fulfils the task, with appropriate register and a good sense of purpose and audience. *Award 7 marks.* Fulfils the task, with appropriate register and some sense of purpose and audience. *Award 6 marks.* ***Development of ideas***: Ideas are developed at appropriate length. Engages reader's interest.	6	**Competent**: ***Style***: Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. *Award 6 marks.* ***Accuracy***: Generally accurate with frustrating errors. Appropriate use of paragraphing. *Award 6 marks.*
4–5	**Largely relevant**: ***Relevance***: Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions. *Award 5 marks.* Does not quite fulfil the task although there are some positive qualities. There may be digressions. *Award 4 marks.* ***Development of ideas***: Material is satisfactorily developed at appropriate length.	4–5	**Satisfactory**: ***Style***: Mainly simple structures and vocabulary but sometimes attempting a wider range of language. *Award 5 marks.* Mainly simple structures and vocabulary. *Award 4 marks.* ***Accuracy***: Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence. *Award 5 marks.* Meaning is generally clear. Simple structures are usually sound. Errors do not interfere with communication. Paragraphs are used but without coherence or unity. *Award 4 marks.*

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
2–3	**Partly relevant**: *Relevance*: Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. *Award 3 marks*. Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. *Award 2 marks*. *Development of ideas*: Supplies some detail but the effect is incomplete and repetitive.	2–3	**Errors intrude**: *Style*: Simple structures and vocabulary. *Accuracy*: Meaning is sometimes in doubt. Frequent errors do not seriously impair communication. *Award 3 marks*. Meaning is often in doubt. Frequent, distracting errors which slow down reading. *Award 2 marks*.
0–1	**Little relevance**: Very limited engagement with task, but this is mostly hidden by density of error. *Award 1 mark*. No engagement with the task or any engagement with task is completely hidden by density of error. *Award 0 marks*. If essay is completely irrelevant, no mark can be given for language.	0–1	**Hard to understand**: Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. *Award 1 mark.* Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. *Award 0 marks.*