

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0511 ENGLISH AS A SECOND LANGUAGE

0511/12

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

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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 identify and retrieve facts and details
- R2 understand and select relevant information
- R3 recognise, understand ideas, opinions and attitudes and the connections between the related ideas
- R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

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, R2	7		–	7
Exercise 2	Reading (2)	R1, R2, R4	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

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Exercise 1 Tablets in the Classroom

(a) students have their (own) tablet / schools give the students tablets [1]

(b) download music history encyclopaedia [1]

(c) (learn to) play an instrument without buying it [1]

(d) video connections / a feature that lets you interact with a class anywhere in the world [1]

(e) not so easy to lose / harder to lose

AND

(if you're away from school), (teachers can) keep students up-to-date

ONE MARK FOR EACH CORRECT ANSWER [2]

(f) do not use paper / trees would be saved [1]

[Max total for exercise 1: 7 marks]

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Exercise 2 Silver

- (a) (when) Europeans first went to America [1]
- (b) more than 5000 years (ago) [1]
- (c) highest: Kazakhstan 17 million (17 000 000) (of) troy ounces
AND
lowest: Iran 3 million (3 000 000) (of) troy ounces [1]
- (d) jewellery / looking decorative [1]
- (e) destroys bacteria's ability to form chemical bonds / makes cells fall apart [1]
- (f) promotes growth of new cells / it increases (rate of) healing [1]
- (g) prevents bacteria from building up (in filters)
AND
cleans the water / filters bacteria
ONE MARK FOR EACH CORRECT DETAIL [2]
- (h) water-borne illness [1]
- (i) by silver-coated contacts/switch with silver covering [1]
- (j) clears it / clears mist and ice / see clearly / driving safety [1]

[Max total for exercise 2: 11 marks]

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Exercise 3

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 underline, tick, circle, delete) must be observed with total accuracy.

Student Profile Form

Section A: Personal details

Full name:	<u>Rosalind</u> <u>Drew</u>	1
Address:	94 <u>Helston</u> <u>Drive</u> <u>Denmead</u> <u>PO56</u> <u>5AQ</u>	1
Contact telephone number:	079350742	1
Occupation:	DELETE part- time student	1
What is your main hobby?	sailing	1
Please state preference regarding the language of the visiting student:		
	UNDERLINE Spanish	1

Section B: Family details:

Please provide names and jobs held by the senior members of the household:

<u>Derek</u> (<u>Drew</u>) – architect	1
<u>Jane</u> (<u>Drew</u>) – social worker	1
Number of brothers/sisters living at home CIRCLE none	1
Where did you see the foreign student programme advertised? (local) newspaper	1

[Max. total for Sections A and B: 10 marks]

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Section C

[Max. total for Section C: 4 marks]

In the space below write **one** sentence about your home, and **one** sentence explaining what you want to achieve by having a foreign student stay with you.

Sentences must be written from the point of view of Rosalind.

Sample Sentence 1: My home has three bedrooms and is by the sea.

Sample Sentence 2: I want to be able to improve my Spanish language skills.

LANGUAGE MARKS

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 or 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 exercise 3: 14 marks]

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Exercise 4 Precious Objects

Objects taken by the residents of Pompeii and possible reasons for their choice.

[Max 4 marks for this heading]

- 1 keys – (hoping to) return home
- 2 charm bracelet – good luck
- 3 medical kit – save his tools / help the wounded
- 4 statuette of (Egyptian) goddess – (to look at) when praying
- 5 bangles – protection against evil eye / protection from bad fortune

Objects taken by modern disaster survivors and reasons for their choice.

[Max 3 marks for this heading]

- 6 parrot – companion
- 7 televisions – expensive
- 8 torch – light the way
- 9 first aid kit / medical kit – help others

[Max total for exercise 4: 7 marks]

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Exercise 5 Precious objects: 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]

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Exercise 6: Brother's birthday party

Exercise 7: Homework

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

- 1 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.
- 2 **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).
- 3 **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).
- 4 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.
- 5 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.
- 6 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.
- 7 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.
- 8 If the essay is considerably **shorter than the stated word length**, fewer than 70 words, 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.
- 9 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.
- 10 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]

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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	<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	<p>Competent:</p> <p>Style: 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: 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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2–3	<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>	2–3	<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>
0–1	<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>	0–1	<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>