

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0511 ENGLISH AS A SECOND LANGUAGE

0511/13

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.

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IGCSE English as a Second Language Extended tier Reading/Writing (Paper 1)

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 identify and retrieve facts and details

R2 understand and select relevant information

R3 recognise and understand ideas, opinions and attitudes and the connections between 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 | 9 | | – | 9 |
| Exercise 2 | Reading (2) | R1, R2, R4 | 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: The Giraffe

- (a) African grasslands / Africa / grasslands [1]
- (b) camel and leopard [1]
- (c) thick saliva
AND
tough skin inside its mouth
BOTH NEEDED FOR ONE MARK [1]
- (d) watch out for danger / look out for enemies / guard each other [1]
- (e) kick [1]
- (f) stand up (and run away from trouble) [1]
- (g) patterns / markings / spots [1]

[Max. total for exercise 1: 7 marks]

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Exercise 2: Ancient Boats Found

- (a) 2013 [1]
- (b) preserved them / stopped the wood from drying out / stopped the wood from rotting [1]
- (c) fishing AND boat building **BOTH NEED FOR ONE MARK** [1]
- (d) so many ancient boats at one time / eight boats at one time / seven other boats at one time [1]
- (e) decorative carvings [1]
- (f) extra wood AND clay (lining) **BOTH NEEDED FOR ONE MARK** [1]
- (g) removed a wooden board [1]
- (h) offerings to spirits / offerings to gods
made new boats / no longer needed **ONE MARK FOR EACH DETAIL** [2]
- (i) cleaned / remove dirt
sprayed with wax
dried out **ANY TWO FOR ONE MARK** [1]
- (j) most popular **Roman coins 900**
least popular **Spears 200** **BOTH NEEDED FOR ONE MARK** [1]

[Max. total for exercise 2: 11 marks]

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Exercise 3: Lambeth Community Newsletter Subscription Form

Section A: Personal details

Full Name: **Biju Regli** ✓

Address: **228 Dean Road London SW2 1RW** ✓

Phone number: **07952002048** ✓

Age: **TICK 16–21** ✓

Section B: Subscriber Information

How would you like the community newsletter to be delivered?
DELETE emailed ✓

Where did you see the newsletter? **CIRCLE supermarket** ✓

If you wish to advertise a community group or club, please complete the information below.

Name of Club: **Photos Are Us** ✓

Meeting place: **Bill's Cafe (Market Road)** ✓

Date and Time: **Saturday(s) 10am / ten o'clock / 10.00** ✓

Equipment required: **(basic) camera** ✓

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

[Max. total for Section C: 4 Marks]

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SECTION C:

Write one sentence giving a reason for advertising your club in the newsletter and one sentence saying why people may enjoy being part of the club.

Sentences 1 and 2 must be written from the point of view of Biju.

Sample sentence 1

Photos Are Us needs new members because some members have gone away to college.

Sample sentence 2

New members may enjoy developing photographic techniques.

New members may enjoy making new friends.

For each sentence, award up to 2 marks as follows:

- 2 marks:** proper sentence construction; correct spelling, punctuation or grammar; gives relevant information in the context
- 1 mark:** proper sentence construction; 1–3 errors of punctuation, spelling or grammar (without obscuring meaning); gives relevant information in the context
- 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: Road Runner

Physical benefits of running:

[max 2 marks this heading]

- 1 longer life expectancy
- 2 improved heart function
- 3 lose weight

Aims of a running club:

[max 2 marks this heading]

- 4 bring people together / overcome isolation
- 5 create a safer way of running / reduce risk of accidents

Actions of a successful running group leader:

[max 3 marks this heading]

- 6 plan (a range of) activities / organise (a range of) activities
- 7 good communication / tells runners about the route / explain clearly where they are going
- 8 give encouragement / give motivation / maintain enthusiasm
- 9 listen to members
- 10 learn people's names / make people feel valued / make people feel welcome

[Max. total for exercise 4: 7 marks]

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Exercise 5: Road Runner – Summary

- 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: Work Experience

Exercise 7: Family Meals

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 **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.
- 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: Fulfils the task, with appropriate register and a good sense of purpose and audience. <i>Award 7 marks.</i></p> <p>Fulfils 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 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: Fulfils 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> |