Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE	**0511/11**
Paper 1 Reading and Writing – Core	**May/June 2016**
MARK SCHEME	
Maximum Mark: 70	

Published

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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This document consists of **11** printed pages.

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

Exercise 1: Wellbridge College student guide

(a) library [1]

(b) how to open a bank account [1]

(c) Great Hall [1]

(d) medical centre [1]

(e) online / (via the) website [1]

(f) (those who are going to study) part time / part time (students) [1]

(g) StudentHouse website AND house hunting days

BOTH NEEDED FOR ONE MARK [1]

[Max total for Exercise 1: 7 marks]

Exercise 2: BMX

(a) anxious [1]

(b) (BMX) racing AND freestyle (BMX) / performing tricks
BOTH NEEDED FOR ONE MARK [1]

(c) cross-country motorbike racing [1]

(d) Sting-Ray [1]

(e) 1982 [1]

(f) French [1]

(g) lift (their) front wheel (then their back wheel) [1]

(h) truck stand / balancing on front tyre with hands in the air [1]

(i) Skateboarding AND 1.9
BOTH NEEDED FOR ONE MARK [1]

(j) amateur (track)
elite (track)
ONE MARK FOR EACH CORRECT DETAIL [2]

[Max total for Exercise 2: 11 marks]

Exercise 3:

RecycleArt competition

Section A: Personal details

Full name: **<u>S</u>ile <u>F</u>arley** [1]

Home address: **142 <u>D</u>ermot <u>S</u>treet <u>W</u>exford (<u>I</u>reland)** [1]

Age: **15** [1]

Email address: **sile123@mypost.com** [1]

School name: **<u>B</u>arnford <u>H</u>igh <u>S</u>chool** [1]

Teacher's name: **<u>M</u>rs <u>H</u>arrison** [1]

Section B: Design details

What are you going to make? **TICK**: **jewellery** [1]

Name of your design: **<u>C</u>ollection in <u>B</u>lue** [1]

What is your design made from? **buttons** [1]

Shows can you attend: **CIRCLE**: **12 August** [1]

[Max total for Sections A to B: 10 marks]

Section C

In the space below, write <u>one</u> sentence stating how you became interested in design and <u>one</u> sentence describing your future career plans.

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

Sample sentence 1:

1) I have always enjoyed spending time with my grandmother, watching her working.
2) My grandmother makes all her own clothes and I have enjoyed watching her.

Sample sentence 2:

1) I would love to be a designer when I am older.

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

2 marks: proper sentence construction; correct spelling / punctuation / 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: WaterAid

Why clean water is important: *(max. 2 marks for this heading)*

1. first steps out of poverty / reduces poverty / improve their lives
2. child has time to go to school / child has time to get an education
3. fewer people suffer diseases

What WaterAid has done to help provide clean water: *(max. 3 marks for this heading)*

4. worked with villagers to dig wells
5. pipes have been laid
6. pump installed
7. taught locals how to mend pumps
8. tool boxes given out (to local mechanics)

How WaterAid gets money to pay for projects: *(max. 2 marks for this heading)*

9. donations
10. fund raising events / fundraisers
11. people organise events
12. government(s) / organisations / companies

[Max total for Exercise 4: 7 marks]

Exercise 5: WaterAid: 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: Letter to friend about staying in your house

Exercise 7: Should music be free?

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 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 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]

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.	6–7	**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.*

| 2–3 | **Partly relevant:**

Relevance:

Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose / 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.* |