



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE

0511/11

Paper 1 Reading and Writing (Core)

October/November 2016

MARK SCHEME

Maximum Mark: 70

Published

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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, eg. 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
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Exercise 1 Welcome to Deacon Dale

- (a) caves / Deacon Hole / tunnels / another world [1]
- (b) put on (climbing) boots OR climbing shoes / (and) a (safety) helmet [1]
BOTH REQUIRED FOR ONE MARK
- (c) easier caves / practice caves [1]
- (d) wetsuit / knee pads / elbow pads [1]
ANY TWO FROM THREE
- (e) proud / exhausted [1]
- (f) encourages teamwork / encourages trust / shared sense of achievement [2]
ONE MARK EACH FOR ANY TWO FROM THREE

[Max total for exercise 1: 7 marks]

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Exercise 2 Squid that lights up in the dark

- (a) North Pacific Ocean / off south eastern (SE) Japan [1]
- (b) lowered cameras into ocean / lowered cameras from the ship / lowered cameras alongside food / attracted (it) with food / put food on the end of a long line [1]
- (c) 2004 [1]
- (d) blinds (it with flashes) / uses light-producing organs [1]
- (e) lemons [1]
- (f) supports (their) theories / proof / it has been theory until now [1]
- (g) swims backwards and forwards / changes direction rapidly OR bending body / fast OR speed (2.5m per second) / muscular fins
ONE MARK EACH DETAIL - ANY TWO FROM THREE [2]
- (h) muscular fins [1]
- (i) (swim in very) deep waters [1]
- (j) female giant squid **AND** 10 m(etres) [1]

[Max total for Exercise 2: 11 marks]

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Exercise 3 Blackheath Activity Centre Feedback Form

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.

Section A: Personal details

Full name:	Rhys Howell	[1]
Male/Female:	DELETE Female	[1]
Age:	17/ 17 years/ 17 years old	[1]
Name of school:	Glyn Derwe High (School)	[1]
School address:	Penally Road Cardiff CF2 3DR (Wales)	[1]

Section B: Your holiday

How did you travel to Blackheath Activity Centre?	coach / with a large group / with 60 students	[1]
How long did you stay?	UNDERLINE three to five days	[1]
What was your favourite activity?	hiking at night	[1]
Which off-site visit did you choose?	CIRCLE indoor climbing wall	[1]
Was there anything you did not like about your stay at this centre?	queue for breakfast	[1]

[Total for Sections A and B: 10 marks]

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Section C

Write ONE sentence saying how you felt about camping BEFORE the holiday, and ONE sentence about your opinion of camping AFTER the holiday.

Sentences 1 and 2 should be written from the point of view of Rhys.

Example sentence 1:

1. I was a little nervous.
2. I had never slept in a tent before.
3. I was worried about whether I would enjoy all the activities.

Example sentence 2:

1. Camping is great fun. / It's great fun.
2. Camping is a great way to try new activities. / It's a great way to try new activities.
3. It's a good way to make friends.

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 overall total for Exercise 3: 14 marks]

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Exercise 4 Life on Mars**Reasons to take part in the Mars Alpha project****[max 3 marks this heading]**

1. exciting / explore beyond our world) / adventure / curious
2. provide (valuable) information / information for scientists
3. achieve dream / set foot on Mars / live on another planet
4. on TV / reality TV show / world watching
5. no human visited Mars / biggest thing mankind done
6. honour

How the first group will survive on Mars**[max 4 marks this heading]**

7. fit / adaptable / teamwork
8. water (extracted) from soil
9. water recycled
10. grow food
11. emergency food (supply)
12. protective clothing

[Max total for Exercise 4: 7 marks]

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Exercise 5 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
- 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 A new club at school

Exercise 7 Changes to the school day

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 Exercises 6 and 7: 13 marks and 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	<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>