

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0511 ENGLISH AS A SECOND LANGUAGE

0511/11

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: Creative recycling

- (a) recycling / making objects from rubbish [1]
- (b) south [1]
- (c) dangerous
AND
long time / takes time
BOTH REQUIRED FOR ONE MARK [1]
- (d) beads attached to wire / beads attached to string [1]
- (e) (very) light [1]
- (f) Japan [1]
- (g) share profits [1]

[Max. total for exercise 1: 7 marks]

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Exercise 2: Wildlife at airports

- (a) collisions increasing / risk to aircraft [1]
- (b) more people flying / people flying more / more flights [1]
- (c) plant grasses birds do not like / plant grasses they don't eat [1]
- (d) no rodents to feed on / no food / not attracted (to the area) [1]
- (e) staff check them / need checking
AND
birds used to guns / they get used to sound
BOTH REQUIRED FOR ONE MARK [1]
- (f) transported to safe area / transport (far) away / relocate (to new homes) [1]
- (g) run in bushes (too dense for vehicles)
crossing wetlands (too difficult for people)
ONE MARK FOR EACH CORRECT DETAIL [2]
- (h) they (birds) cannot predict movements / unpredictable (movements) [1]
- (i) scared / warning calls / fly away
ANY TWO FOR ONE MARK [1]
- (j) *most common:* removing natural habitat
least common:(using) dogs [1]

[Max. total for exercise 2: 11 marks]

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Exercise 3: Troodos Hostel Group Questionnaire

Section A: Group details

School/College name: Spyros English College [1]

Address: 14 Loizou Askani Street 3311 Limassol [1]

Email: spyrencoll@com.cy [1]

Section B: Visit details

Arrival date: 29 September [1]

Length of stay: 5 days / 4 nights [1]

Number in group: TICK 9–16 [1]

Details of group: (please underline) UNDERLINE MIXED [1]

How did you travel to the hostel? (college) bus [1]

Section C: Other details

How did you hear about us? (publicity) brochure [1]

Would you like to receive details of next year's programme?
~~DELETE~~ NO [1]

[Max. total for Sections A to C: 10 marks]

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Section D In the space below, write **one** sentence about what you liked about the hostel and **one** sentence with a suggestion on how we could improve.

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

Sample sentence 1:

I liked the comfort of the room.
The hostel was excellent in all respects.
The hostel was good value for money.

Sample sentence 2:

In future the hostel should send a detailed map.
Could you send a detailed map in future?

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 D: 4 marks]

[Max. total for exercise 3: 14 marks]

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Exercise 4: Four days without fuel

Facts about the race route

[Max. 2 marks this heading]

- 1 outback / dusty
- 2 start in Darwin / from Darwin / start in north Australia
- 3 (about) 3 thousand km / takes (about) four days
- 4 finish in Adelaide / to Adelaide / finish south coast
- 5 public roads/ open to traffic

Problems during the race

[Max. 3 marks this heading]

- 1 danger / dangerous
- 2 wind / blown off road / weather / forces of nature
- 3 (cars covered in) dust (*do not accept 'dusty' here*)
- 4 trucks block road / ordinary traffic
- 5 (risk of colliding with) kangaroos
- 6 rain / weather / forces of nature / recharge battery

How solar power has been used by major car producers

[Max. 2 marks this heading]

- 1 power lights / for lights
- 2 power air-conditioning / for air-conditioning
- 3 operate ignition / power ignition

[Max. total for exercise 4: 7 marks]

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Exercise 5: World Solar Challenge Race – 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: Email to a friend about what happened when you received a phone call

Exercise 7: Some people say you learn more out of school than you do at school

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. If the essay is between 70 and 100 words, it should be put in mark band 4–5 for content or lower. 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: 3marks]

[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	<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>