

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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 understand and respond to information presented in a variety of forms
- R2 select and organise material relevant to specific purposes
- R3 recognise, understand and distinguish between facts, ideas and opinions

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	7		---	7
Exercise 2	Reading (2)	R1	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 Feed your feet to the fish

(a) (to help them) relax / for treatment (for a variety of health problems) [1]

(b) (when) he visited Singapore / in Singapore [1]

(c) they suck the heels / they suck the toes / they suck (bottoms of) the feet [1]

(d) (healthy skin) grows again / (leaves feet) soft AND moist [1]

(e) 30 (minutes) / half an hour [1]

(f) fish are dark

fish / they create shadows (at the bottom of the pool)

1 MARK FOR EACH DETAIL [2]

Max total for exercise 1: 7 marks

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Exercise 2 Plantation power

- (a) (on a) hillside [1]
- (b) tourism [1]
- (c) the number of farmers exporting bananas has fallen by 80% /
 banana exports severely reduced / income has been severely reduced /
 widespread damage [1]
- (d) difficult to compete with bigger producers /
 exports have fallen / not enough foreign buyers / no foreign buyers /
 supermarkets are paying low(er) prices /
 (because of) Hurricane Tomas
 ANY TWO, ONE MARK FOR EACH CORRECT ANSWER [2]
- (e) 5,000 [1]
- (f) transport is expensive /
 electricity (production) is expensive /
 adds to cost of living
 ANY TWO FOR ONE MARK [1]
- (g) people complaining about the cost of public transport [1]
- (h) it is used to provide power for the machinery [1]
- (i) cars not equipped / petrol stations not adapted / pumps not adapted [1]
- (j) financially / (able to) buy equipment [1]

Max total for exercise 2: 11 marks

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Exercise 3 AAM membership application 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:	David Browne	[1]
	DELETE FEMALE	[1]
Age:	20 / 20 years (old)	[1]
Address:	27 Billington Street Evesham ER11 9QT	[1]
Contact details:	(i) email daviebro@gmail.co.uk	
	(ii) phone 07946 638 912	[1]
How long have you been a qualified driver?	UNDERLINE less than 1 year	[1]

SECTION B Membership details

Details of vehicle:	Toyota Macro A647 BDG	[1]
Type of scheme:	CIRCLE Combined Home Start with Breakdown Assistance	[1]
If you intend to take the car outside the UK, please state where:	France	[1]
Preferred payment:	TICK £10 monthly	[1]

Max. total for Sections A and B: 10 marks

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SECTION C

In the space below, write **one** sentence giving the reason why you chose to join our organisation, and **one** sentence stating for what purpose you will use your car the most.

Sample sentence 1

I chose AAM because it offers the best value for students and new drivers.

Sample sentence 2

I will use the car the most for driving to and from college.

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 exercise 3: 14 marks

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Exercise 4 Real-life Quidditch

NB: Correct answers only apply if they are placed under the correct sub-heading (as detailed below)

Only one mark may be awarded per line

Only mark first idea on the line and ignore the rest, even if second idea is correct

Add the correct answers to give a total out of 7.

Remember that this exercise is marked for content (reading) not language.

Main aims of the two games

(max 2 marks this heading)

- 1 score (as many) goals (as possible) / throw **OR** kick a volleyball **OR** quaffle through opposing team's rings
- 2 take **OR** catch the snitch (tennis ball) (from the runner's possession)

Present problems with Quidditch

(max 2 marks this heading)

- 3 all rules not yet finalised
- 4 boundaries of playing field / (matches) sometimes moved a long way from normal area / (matches) sometimes finish on a rooftop **OR** in a lake
- 5 injuries / players are taken to hospital / broken bones
- 6 brooms can't fly

Reasons for the continuing popularity of Quidditch

(max 3 marks this heading)

- 7 exciting / fun
- 8 played by both boys and girls
- 9 game takes little time / fitted into busy schedule / lasts about twenty minutes
- 10 (young) people grown up with Harry Potter
- 11 game evolving
- 12 equipment being modified / new equipment / lighter **OR** shorter **OR** stronger brooms

Max total for exercise 4: 7 marks

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Exercise 5 Real-life Quidditch: summary

This exercise is marked for language, not content, but if content is entirely irrelevant to the task, a mark of zero should be awarded.

Count words and do not mark anything exceeding 70 words, as specified in the question. Candidates will not be assessed on anything they have written after this limit, but will not be penalised per se for exceeding it.

- 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 Event to raise money for local charity

Exercise 7 Ability to travel

Transcribing the prompts with no original development by the candidate will limit both content and language marks to the 2–3 band. However, if candidates also include some original ideas, higher marks can be awarded.

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

- 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.
- **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).
- **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).
- 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.
- 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.
- 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.
- 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.
- If the essay is considerably **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.
- 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.
- 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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Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
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>