



---

**ENGLISH AS A SECOND LANGUAGE**

**0511/23**

Paper 2 Reading and Writing – Extended

**May/June 2016**

MARK SCHEME

Maximum Mark: 90

---

**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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – May/June 2016</b>	<b>0511</b>	<b>23</b>

### IGCSE English as a Second Language Extended tier Reading/Writing (Paper 2)

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 2

		<b>Reading objectives tested</b>	<b>Marks for reading objectives</b>	<b>Writing objectives tested</b>	<b>Marks for writing objectives</b>	<b>Total available marks</b>
Exercise 1	Reading (1)	R1, R2	9		–	<b>9</b>
Exercise 2	Reading (2)	R1, R2, R4	15		–	<b>15</b>
Exercise 3	Information transfer	R1, R2, R4,	6	W1, W5	2	<b>8</b>
Exercise 4	Note-making	R1, R2, R3	9		–	<b>9</b>
Exercise 5	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5	5	<b>11</b>
Exercise 6	Writing (1)		–	W1, W2, W3, W4, W5, W6	19	<b>19</b>
Exercise 7	Writing (2)		–	W1, W2, W3, W4, W5, W6	19	<b>19</b>
						<b>90</b>

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – May/June 2016</b>	<b>0511</b>	<b>23</b>

**Exercise 1: Destination Holidays to Morocco**

- (a) desert / mountains / contrast in the landscape / outstanding beauty [1]
- (b) Hassan II Mosque / the tallest minaret in the world [1]
- (c) hotel in Marrakech / Marrakech [1]
- (d) walk in the shade / walk under trees [1]
- (e) fountains / (traditional) seating [1]
- (f) No more than 15 Dirhams / up to 15 Dirhams [1]
- (g) camel ride / (watching the) sunset (over the golden dunes) / sleeping in a Bedouin-style tent  
**ANY TWO FROM THREE** [1]
- (h) carpets **AND** cosy bed [1]
- (i) (traditional) pastries and mint tea [1]

**[Max total for Exercise 1: 9 marks]**

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – May/June 2016</b>	<b>0511</b>	<b>23</b>

**Exercise 2: Too much sitting is bad for you!**

- (a) not sit all day/ be more active / stand more [1]
- (b) obesity **AND** diabetes [2]
- (c) nineteenth century / C19 [1]
- (d) easier to supervise people [1]
- (e) higher / chest level / swinging footrests [1]
- (f) more attentive / more alert / concentrate better **ANY TWO FROM THREE** [2]
- (g) added high chairs [1]
- (h) 32% [1]
- (i) after-school event / experience lesson [1]
- (j) not all of the students want to stand all day  
 parents may have doubts  
 expensive / increased cost  
 difficult to change\_teenage habits **ONE MARK FOR EACH CORRECT DETAIL** [4]

**[Max total for Exercise 2: 15 marks]**

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – May/June 2016</b>	<b>0511</b>	<b>23</b>

### Exercise 3

#### Institute of Technology Exhibition Finalist's Attendance Form

##### Section A: Personal details

Full name: **Dinah Heracleous** ✓

Age: **16** ✓

Family contact (name and relationship): **George Heracleous/ Mr Heracleous AND father** ✓

##### Section B: Competition entry details

School name and address: **Raches High School, Beech Avenue, Larissa, Greece** ✓

Contact details: phone **35722 681144 AND** email **headteacher@raches.sch.gr** ✓

Accompanying adult (name and relationship): **Miss Demetriou AND teacher** ✓

Brief details of your competition entry: **robot which detects movement and temperature (in a room)** ✓

Extra equipment required: **laptop / computer** ✓

Choice of project : **TICK Plants under the Microscope** ✓

##### Section C: Accommodation and travel

Accommodation preference: **CIRCLE single room with meals** ✓

Number of nights required: **6** ✓

If you need transport to the university, please state the time and place of arrival in Bern:  
**Airport AND 19.30** ✓

**[Max total for Sections A and B: 6 marks]**

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0511	23

## Section D

In the space below, write **one** sentence of between 12 and 20 words to explain the benefits of reaching this stage of the competition.

**The sentence must be written from the point of view of Dinah.**

### Sample sentences:

I'll have the opportunity to work with experienced scientists and our entry will be displayed at the exhibition.

I can learn about Plants under the Microscope which is a new subject for me.

**For the sentence, award up to 2 marks as follows:**

**2 marks:** no fewer than 12 and no more than 20 words; proper sentence construction; correct spelling, punctuation and grammar; relevant to context.

**1 mark:** no fewer than 12 and no more than 20 words; proper sentence construction; 1- 3 errors of punctuation / spelling / grammar that do not obscure meaning; relevant to context.

**0 marks:** more than 3 errors of punctuation / spelling / grammar; and/or irrelevant to context, and/or not a proper sentence; and/or fewer than 12 words or more than 20 words.

***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: 2 marks]

[Max total for Exercise 3: 8 marks]

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – May/June 2016</b>	<b>0511</b>	<b>23</b>

#### **Exercise 4: Whale fossils explained**

##### **Details about the Chilean fossil site:**

**[max 3 marks this heading]**

- roadworks / new highway / Pan-American highway
- desert /Atacama Desert
- (ancient) sandstone rocks / bones sticking out
- call the site the name Cerro Ballena, / “Whale Hill”/one of the densest fossil sites in world

##### **Range of fossils found:**

**[max 2 marks this heading]**

- whales
- dolphins
- seals
- other marine species/ extinct creatures

##### **Reasons why marine mammals become stranded:**

**[max 4 marks this heading]**

- manmade cause
- toxic algae OR poisonous water plants
- swimming too close to land / searching for food
- responding to call for help

**[Max total for Exercise 4: 9 marks]**

<b>Page 8</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – May/June 2016</b>	<b>0511</b>	<b>23</b>

### Exercise 5: Solo Dining

**Content:** [up to 6 marks]

1. fitting more bar seating
2. encouraging waiting staff to be more attentive / waiters have conversations
3. offering tasting menus / offering up to eight small courses.
4. table in a quiet corner / left alone
5. a free lunch to guests who have booked a table for two then find themselves alone
6. sitting by the kitchen “to see a show” from chefs / cooking demonstrations by chefs
7. free tastings
8. conversations with the chefs
9. take a customer’s email to send them information

**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: 11 marks]**



Page 9	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0511	23

### Exercise 6: Family holiday

### Exercise 7: Cinema in the town centre

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

- Award the answer a mark for **content (C)** [out of 10] and a mark for **language (L)** [out of 9] 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**, fewer than 105 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.
- 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 and 7: 19 marks and 19 marks]**

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0511	23

**GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (Extended tier)**

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8–9–10	<p><b>Highly effective:</b></p> <p><b>Relevance:</b> Fulfil the task, with consistently appropriate register and excellent sense of purpose and audience. <i>Award 10 marks.</i></p> <p>Fulfil the task, with consistently appropriate register and very good sense of purpose and audience. <i>Award 8/9 marks.</i></p> <p><b>Development of ideas:</b> Original, well-developed ideas. Quality is sustained. Outstanding. <i>Award 10 marks.</i></p> <p>Shows some independence of thought. Ideas are well developed, at appropriate length and convincing. The interest of the reader is sustained. <i>Award 9 marks.</i></p> <p>Ideas are well developed and at appropriate length. Enjoyable to read. <i>Award 8 marks.</i></p>	8–9	<p><b>Precise:</b></p> <p><b>Style:</b> Ease of style. Confident and wide-ranging use of language, idiom and tenses. <i>Award 9 marks.</i></p> <p>A range of language, idiom and tenses. <i>Award 8 marks.</i></p> <p><b>Accuracy:</b> Well-constructed and linked paragraphs with very few errors of any kind.</p>
6–7	<p><b>Effective:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Ideas are developed at appropriate length. Engages reader’s interest.</p>	6–7	<p><b>Competent:</b></p> <p><b>Style:</b> Sentences show variety of structure and length. Attempt at sophisticated vocabulary and idiom. <i>Award 7 marks.</i></p> <p>Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. <i>Award 6 marks.</i></p> <p><b>Accuracy:</b> Mostly accurate apart from minor errors which may include infrequent spelling errors. Good use of paragraphing and linking words. <i>Award 7 marks.</i></p> <p>Generally accurate with frustrating errors. Appropriate use of paragraphing. <i>Award 6 marks</i></p>

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0511	23

<p>4–5</p>	<p><b>Largely relevant:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</p>	<p>4–5</p> <p><b>Satisfactory:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> 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>
<p>2–3</p>	<p><b>Partly relevant:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Supplies some detail but the effect is incomplete and repetitive.</p>	<p>2–3</p> <p><b>Errors intrude:</b></p> <p><b>Style:</b> Simple structures and vocabulary.</p> <p><b>Accuracy:</b> 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><b>Little relevance:</b></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><b>Hard to understand:</b></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>