



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE

0511/12

Paper 1 Reading and Writing – Core

May/June 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, 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: Young Children In Restaurants

- (a) quiet / not loud [1]
- (b) upset [1]
- (c) healthy/healthiest [1]
- (d) (ask) friends AND look on internet
BOTH NEEDED FOR ONE MARK [1]
- (e) child proof (it) / dangerous object(s) out of reach [1]
- (f) talk to them (about how to behave) / help children learn what is expected
have special meal at home (first) / prepare special meal
teach them how to enjoy it
ONE MARK FOR EACH CORRECT DETAIL [2]

[Max total for exercise 1: 7 marks]

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Exercise 2: Hosting the Olympic Games

- (a) (win bid to) host (2016 summer) Olympic (Games)
AND
first (city) in South America (chosen to host summer Olympics)
ONE MARK FOR EACH CORRECT DETAIL [2]
- (b) Rio de Janeiro AND Madrid AND 18 [1]
- (c) 9 years before [1]
- (d) never get back money (spent)
AND
(fall into) debt
ONE MARK FOR EACH CORRECT DETAIL [2]
- (e) city's Organising Committee / host (city) / private (financial) supporters
ANY TWO FOR ONE MARK [1]
- (f) (show) suitable venues AND (present) design proposals
BOTH NEEDED FOR ONE MARK [1]
- (g) build centre to increase women's participation [1]
- (h) (held) in October / (held) at another time of year [1]
- (i) bid again / work (further) on plans [1]

[Max total for Exercise 2: 11 marks]

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Exercise 3

Student Volunteer Application Form

Section A: Personal details

- Full name: **Abdullah Rahal** [1]
- Nationality: **Egyptian** [1]
- Address: **Flat 173 Bisco Building Diyaffa Road, Ajman (UAE)** [1]
- Email address: **abrah@mail.ae** [1]
- What languages do you speak? **UNDERLINE: Arabic and English** [1]

Section B: Volunteer information

- Area of work requested: **CIRCLE: teaching** [1]
- When would you like to start volunteering? (beginning of) **February** [1]
- Do your parents give permission for you to volunteer? **DELETE NO** [1]
- Where did you see the student volunteer programme advertised? **school's website** [1]
- Give details of any outstanding achievements in the last year: **(school's) first prize in English** [1]

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

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Section C

In the space below write one sentence about why you want to volunteer, and one sentence explaining any past experiences that may help you when you volunteer.

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

Sample Sentence 1: I would like to volunteer to improve my chances of going to university.
I want to get some practical experience before applying to university.

Sample Sentence 2: I have visited many countries in Europe and Asia.
I have many foreign friends which will help me when teaching in an International school.

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

2 marks: proper sentence construction; correct grammar, punctuation and spelling; gives the information asked for

1 mark: proper sentence construction; 1–3 errors of grammar, punctuation, and/or spelling (without obscuring meaning); gives the information asked for

0 marks: more than 3 errors of grammar, punctuation and/or spelling; 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]

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Exercise 4: Special-Effects Artists

Different types of artists and the main task of each: (Max 4 marks for this heading)

CG special effects artists – create characters and sets

1. animators – movement (of characters) / facial expression
2. modellers – miniature (version) (of larger objects)
3. pyrotechnic effects – (safety precautions for) explosions / fire / bullet shots / explosive devices / firework (effects)
4. (special effects) make-up – masks / special effects make-up

What you can do if you want to become a special-effects artist: (Max 3 marks for this heading)

5. absorb information
6. online tutorials / free tutorials
7. build own models
8. play with (moulding) (sculpture) compounds / learn to make compounds / learn to mix chemical(s) / make own compounds
9. degree in special effects / (basic) training / get experience
10. watch slow motion recordings / study movement / watch (how) bones move / watch (how) muscles move

[Max total for Exercise 4: 7 marks]

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Exercise 5: Special-effects artists: 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: Weekend at a friend’s house.

Exercise 7: Traditional home/apartment

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**, 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]

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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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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>