

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the May/June 2015 series**

### **0511 ENGLISH AS A SECOND LANGUAGE**

**0511/22**

Paper 2 (Reading and Writing – Extended),  
maximum raw mark 90

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.

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### 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>

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**Exercise 1: Happy Birthday**

- (a) wishes come true [1]
- (b) age plus one [1]
- (c) early morning [1]
- (d) single  
good at cleaning ONE MARK FOR EACH CORRECT RESPONSE [2]
- (e) fruit AND vegetable shape [1]
- (f) get first slice of cake [1]
- (g) break animal shape / break animal model
- (h) cover nose with butter / butter nose [1]

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

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**Exercise 2: Cities for tomorrow**

- (a) overcrowded / polluted / almost 50% of world population lives in them [1]
- (b) Mumbai  
14 million(s) [1]
- (c) simpler life / simple life  
advanced technology  
ONE MARK FOR EACH CORRECT RESPONSE [2]
- (d) electric vehicle / electrical vehicle AND bike / bike-sharing [1]
- (e) growing food / vegetable garden [1]
- (f) crime prevention  
record water usage  
smarter public transport  
operations centre / co-ordinate government agencies  
manage floods  
traffic information / warning of incidents / updates  
  
ONE MARK FOR EACH CORRECT RESPONSE [2]
- (g) accidents fallen [1]
- (h) those who had access to neighbours' information [1]
- (i) people involved / provide something for everyone / listen to citizens /  
allow people to have voice [1]
- (j) **Any four points** from:  
  1. No-one knows what future holds
  2. pressure on resources / population increase / population increase 75% / 75% of population there
  3. outdated / rely on computer systems
  4. loss of privacy
  5. people no longer have voice / people have no voice / people not involved
[4]

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

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**Exercise 3: Emergency Loan**

**Emergency Loan Application Form**

**Section A: Personal details**

Full name: **Robert Harley**

Nationality: **British**

Term-time address: **48 Hook Lane Portsmouth PO13 7AG**

Phone number: **07358469654**

**Section B: University Details**

Course title: **World Literature**

Current year of course: **2<sup>nd</sup> / 2 / second / 2<sup>nd</sup> year / second year / year 2**

Type of accommodation: **CIRCLE Shared student house**

**Section C: Finances**

Name of bank and account number: **The National Bank OR National Bank 975300**

Current debt: **£490**

What financial support do you receive? **student loan**

Are you currently employed? **Delete YES**

How much money do you want to borrow? **£1000**

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

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## Section D

In the space below, write one sentence of between 12 and 20 words explaining the main reasons why you are in debt.

### Example of sentence:

I am in debt because I find it difficult to manage money and I owe £300 in rent.

### LANGUAGE MARKS

**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 exercise 3: 8 marks]**

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#### **Exercise 4: Second-hand markets**

##### **Advice for sellers**

1. sell inexpensive items
2. don't ask too much / don't ask too little / don't sell at give-away price
3. be friendly / engage in conversation
4. cardboard to stand on
5. don't sell something valuable at give-away price
6. know about goods
7. go for fun / don't intend to make a lot of money / enjoy something different

##### **Advice for buyers**

8. bargain / starting price not final / don't pay too much / move on if price high
9. arrive early
10. enjoy looking / don't feel disappointed if don't purchase
11. no right to return goods / no rules / no regulations / check if goods faulty
12. ask about goods / make sure sellers have knowledge of goods

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

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### **Exercise 5: Things Students Can Do To Ensure Exam Success**

#### **Content: up to 6 marks**

1. decide how to revise
2. revision plan
3. break down tasks
4. be interested in subject / get involved in what you are studying / don't only soak up knowledge
5. revise with friend / explain concepts
6. know mark scheme
7. revise early
8. build up revision
9. know what works / know how long you can concentrate
10. have breaks

#### **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]***



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### Exercise 6: Helping someone in trouble

### Exercise 7: Where to live?

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

1. 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.
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**, i.e. below 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.
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. **You should consult your Team Leader before awarding zero marks in this situation.**
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: 19 marks]**

**[Max total for exercise 7: 19 marks]**

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**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>

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4–5	<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>	4–5	<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>
2–3	<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>	2–3	<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>
0–1	<p><b>Little relevance:</b> 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><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>