

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2013 series

**0511 ENGLISH AS A SECOND LANGUAGE
(COUNT-IN ORAL)**

0511/21

Paper 2 (Reading and Writing), 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.

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 October/November 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 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 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
- R4 infer information from texts

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

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

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Exercise 1 Rickshaw Race in India

- (a) cities [1]
- (b) few kilometres / few km [1]
- (c) two weeks [1]
- (d) teach themselves to drive vehicles / learn to drive vehicles [1]
- (e) Indian charities / Indians [1]
- (f) all permits sold in a minute / all permits sold quickly / permits sold out quickly [1]
- (g) pictures of animals / pictures of tigers / pictures of elephants
AND colours of police car / as police car
BOTH REQUIRED FOR ONE MARK [1]
- (h) traffic
going uphill
BOTH REQUIRED FOR ONE MARK [1]
- (i) see parts rarely visited
people friendly AND / OR helpful / good experience from something going wrong
memories
adventure
ANY TWO FOR ONE MARK [1]

[Max total: 9 marks]

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Exercise 2 Malaysian Ting-Ting Man

- (a) three / 3 [1]
- (b) maltose and honey [1]
- (c) measure ingredients [1]
- (d) ate sweets / used to pop sweets into mouth
didn't brush them properly [2]
(Reference to past essential.) **One mark for each correct answer**
- (e) bicycle, car, motorbike [1]
- (f) big orders / party [1]
- (g) half a year / 6 months [1]
- (h) 2011 AND 60RM / RM60 / 60 Malaysian Ringgits [1]
- (i) price not raised
cost of ingredients increased [1]
BOTH REQUIRED FOR ONE MARK
- (j) show how ting-ting made / demonstration / demonstrate / demonstration area [1]
- (k) ANY FOUR FROM THE FOLLOWING:
containers of different sizes
right temperature / not too cold
right tools / chisel / hammer
storage space / storage place
keep away from sunlight / store away from sun [4]

[Max total: 15 marks]

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Exercise 3 Neoklis Timotheou: Leisure Survey

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 tick, circle, delete and underline) must be observed with total accuracy.

SECTION A Personal details

Full name of person completing this form: **Neoklis Timotheou** ✓
 Gender: (please delete): **DELETE FEMALE** ✓
 Age: **17 / 17 years / 17 years old** ✓
 Home address: **Apartment B 101 Amathus Avenue Limassol** ✓
 Email contact details: **nikandmary@respond.cy** ✓

SECTION B Leisure interests

Which activity most interests you? **CIRCLE Theatre** ✓
 Give details of any experience in that activity
College production / build scenery / help with lighting AND / OR sound ✓
 What exactly would you like to do in your chosen activity at the centre? **Act** ✓
 What is
 (a) the most convenient time for you to attend the activity? **Friday evening(s)**
 (b) your preferred length of time for each session? **3 hours** ✓
 BOTH FOR ONE TICK

SECTION C General details

How far do you live from the community centre? **1 kilometre / 1 km** ✓
 Do you require transport to the community centre? (please delete) **DELETE YES** ✓
 How would you prefer to get the latest council information? **TICK Website** ✓

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

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[Total Marks for Section D: 2 marks]

Section D

In the space below, write **one** sentence of between 12 and 20 words, suggesting how council funds should be used.

The sentence must be written from the point of view of Neoklis. The sentence **does not need** to refer to both modernising equipment and making courses cheaper. A correct sentence suggesting either of these alternatives is acceptable. Sentences containing these suggestions but also any incorrect suggestions should receive **ZERO marks**

Example sentences:

I think the council should modernise the equipment and offer cheaper courses for young people instead of providing free transport.

Council funds should be used to make courses for young people cheaper.

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: 8 marks]

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Exercise 4

Technical features of the radio telescope

(max 3 marks for this heading)

1. 3000 radio dishes and antennae / radio dishes and antennae linked
2. much more sensitive / thousands of times more sensitive
3. much more data than the internet / 100 times more data than internet

Main tasks of the telescope

(max 3 marks for this heading)

4. detect aliens
5. map universe / show positions of more than a billion galaxies
6. understand dark energy / understand force that makes universe expand
7. pick up faint radiation / gather radiation produced 13 billion years ago / gather old radiation

Rules for the construction site

(max 3 marks for this heading)

8. southern hemisphere
9. free from radio interference
10. no masts for 50 years

[Max total: 9 marks]

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Exercise 5 It's not all fun being famous

Please note the points outlined below indicate the ideas required, and credit should be given when candidates attempt to express these in their own words.

The second item **5(L)** is the mark awarded (out of 5) for **Language** according to the guidelines below.

Count words and indicate when the 120 word limit has been reached with the slash (/) annotation tool.

If a candidate exceeds 120 words then a maximum of 4 marks can be awarded for language.

Do not award language marks if there is no content to reward.

Content: (up to 6 marks)

Problems of being a celebrity

1. difficult to keep lives private / interest in details of personal lives / private lives revealed by media
2. media does not leave them alone
3. media stretches the truth / misrepresented
4. (accept examples of these)
5. never allowed to be normal / supposed to be superhero / must be perfect
6. difficult to trust / never sure why loved AND/OR admired
7. adopt two personalities / adopt different personalities
8. deal with gossip / deal with attention from media / deal with negative stories
9. rarely have chance to defend themselves

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: 11 marks]

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Exercise 6: Surprise event for a family member

Exercise 7: Books made into films

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.

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**, 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: 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>Highly effective:</p> <p>Relevance:</p> <p>Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</p> <p><i>Award 10 marks.</i></p> <p>Fulfils the task, with consistently appropriate register and very good sense of purpose and audience.</p> <p><i>Award 8 / 9 marks.</i></p> <p>Development of ideas:</p> <p>Original, well-developed ideas. Quality is sustained. Outstanding.</p> <p><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.</p> <p><i>Award 9 marks.</i></p> <p>Ideas are well developed and at appropriate length. Enjoyable to read.</p> <p><i>Award 8 marks.</i></p>	8–9	<p>Precise:</p> <p>Style:</p> <p>Ease of style. Confident and wide-ranging use of language, idiom and tenses.</p> <p><i>Award 9 marks.</i></p> <p>A range of language, idiom and tenses.</p> <p><i>Award 8 marks.</i></p> <p>Accuracy:</p> <p>Well-constructed and linked paragraphs with very few errors of any kind.</p>

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<p>6–7</p>	<p>Effective:</p> <p>Relevance:</p> <p>Fulfils the task, with appropriate register and a good sense of purpose and audience.</p> <p><i>Award 7 marks.</i></p> <p>Fulfils the task, with appropriate register and some sense of purpose and audience.</p> <p><i>Award 6 marks.</i></p> <p>Development of ideas:</p> <p>Ideas are developed at appropriate length. Engages reader’s interest.</p>	<p>6–7</p>	<p>Competent:</p> <p>Style:</p> <p>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>Accuracy:</p> <p>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.</p> <p><i>Award 6 marks.</i></p>
<p>4–5</p>	<p>Largely relevant:</p> <p>Relevance:</p> <p>Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions.</p> <p><i>Award 5 marks.</i></p> <p>Does not quite fulfil the task although there are some positive qualities. There may be digressions.</p> <p><i>Award 4 marks.</i></p> <p>Development of ideas:</p> <p>Material is satisfactorily developed at appropriate length.</p>	<p>4–5</p>	<p>Satisfactory:</p> <p>Style:</p> <p>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.</p> <p><i>Award 4 marks.</i></p> <p>Accuracy:</p> <p>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:</p> <p>Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience.</p> <p><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.</p> <p><i>Award 2 marks.</i></p> <p>Development of ideas:</p> <p>Supplies some detail but the effect is incomplete and repetitive.</p>	<p>2–3</p>	<p>Errors intrude:</p> <p>Style:</p> <p>Simple structures and vocabulary.</p> <p>Accuracy:</p> <p>Meaning is sometimes in doubt. Frequent errors do not seriously impair communication.</p> <p><i>Award 3 marks.</i></p> <p>Meaning is often in doubt. Frequent, distracting errors which slow down reading.</p> <p><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.</p> <p><i>Award 1 mark.</i></p> <p>No engagement with the task or any engagement with task is completely hidden by density of error.</p> <p><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.</p> <p><i>Award 0 marks.</i></p>