



ENGLISH AS SECOND LANGUAGE

0511/12

Paper 1 Reading and Writing (Core)

May/June 2017

MARK SCHEME

Maximum Mark: 70

Published

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This document consists of **11** printed pages.

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 |

| Question | Answer | Marks |
|-----------------|---|--------------|
| 1(a) | unpolluted by light / Dark Sky Park | 1 |
| 1(b) | monitor light(ing) / control light(ing) / keep light low | 1 |
| 1(c) | daylight hours are the short(est) / stargazing better | 1 |
| 1(d) | easier to use / less expensive | 1 |
| 1(e) | twenty minutes / 20 mins | 1 |
| 1(f) | use red cover (over normal torch) / put red cover over normal torch AND bring red bike light ONE MARK FOR EACH CORRECT DETAIL | 2 |
| | Total: | 7 |

| Question | Answer | Marks |
|-----------------|--|--------------|
| 2(a) | brain growth / (maintaining) memory (skills) / producing chemicals | 1 |
| 2(b) | hard to remember (simple things) struggle to concentrate negative after-effects ONE MARK FOR EACH CORRECT DETAIL | 2 |
| 2(c) | control how hungry you feel / control hunger | 1 |
| 2(d) | 12 hours / twelve hours / 12hrs | 1 |
| 2(e) | her experience (as mother) / mother of teenager (daughters) / (they) don't always happen | 1 |
| 2(f) | age position in food chain / higher in food chain / lower in food chain / (not) safe from predators / (little to) fear captivity / in zoo ONE MARK FOR EACH CORRECT DETAIL | 2 |
| 2(g) | brown bat AND 20 hours | 1 |
| 2(h) | level that allows (us) to stay alert | 1 |
| 2(j) | light / small / snack | 1 |
| | Total: | 11 |

| Question | Answer | Marks | |
|---|--|--|--------------|
| 3 | Section A: Personal Details | | |
| | Full name: | Tammy Johnston | 1 |
| | Age: | 17 | 1 |
| | Address: | 254 August Avenue Lissel Point (Canada) | 1 |
| | Current Member? | DELETE YES | 1 |
| | Section B: Centre Use | | |
| | How often do you visit the centre | every Tuesday and Thursday / twice a week | 1 |
| | How travel to centre: CIRCLE | car | 1 |
| | Facilities used at centre: | TICK attend a fitness class AND go swimming | 1 |
| | Improvements: | UNDERLINE security | 1 |
| | Full Name: | Maria Consuelo | 1 |
| | Reason: | motivating | 1 |
| | | Total for Sections A and B: | 10 |
| | Section C | | |
| | | Write one sentence about a sports programme you would like us to offer, and one sentence about why sport is important to you. | |
| | Sample sentence 1: I would like the centre to provide some professional running coaching. | | Max 2 |
| Sample sentence 2: I love sport as a way to keep fit. I love sport as a break from my busy college schedule. Sport is a good way for me to make friends. | | Max 2 | |

| Question | Answer | Marks |
|----------|--|-----------|
| 3 | <p>For each sentence, award up to 2 marks as follows:</p> <p>2 marks: proper sentence construction; correct spelling, punctuation and grammar; gives the information asked for</p> <p>1 mark: proper sentence construction; 1–3 errors of punctuation / spelling / grammar (without obscuring meaning); gives the information asked for</p> <p>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</p> <p><i>Absence of a full stop at the end should be considered as 1 punctuation error.</i></p> <p><i>Absence of an upper case letter at the beginning should be considered as 1 punctuation error.</i></p> <p><i>Omission of a word in a sentence should be considered as 1 grammar error.</i></p> | |
| | Total for Section C: | 4 |
| | Total for Sections A–C: | 14 |

| Question | Answer | Marks |
|----------|--|--------------|
| 4 | <p>Clues that a site is worth investigation</p> <ol style="list-style-type: none"> 1. single tree / tree in middle of field 2. grass not growing 3. unusual patterns 4. strangely-shaped forest | Max 3 |
| | <p>Benefits amateurs bring to archaeology</p> <ol style="list-style-type: none"> 5. identify locations / discover sites 6. details of size of area of interest 7. local knowledge / source of information / find things close to home / find things that might go unnoticed 8. assist at the site | Max 2 |
| | <p>Problems caused by amateurs</p> <ol style="list-style-type: none"> 9. animals escape / gates left open 10. damaged crops 11. information lost / procedures not followed / don't record where items found 12. keep what find / not sharing discovery | Max 2 |
| | Content: | 7 |

| Question | Answer | Marks |
|----------|---|----------|
| 5 | <p>0 marks: no understanding of the task / no relevant content / meaning completely obscure due to serious language inaccuracies</p> <p>1 mark: copying without discrimination from text / multiple language inaccuracies</p> <p>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</p> <p>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</p> <p>4 marks: good attempt to use own words and to organise and sequence points cohesively / generally good control of language</p> <p>5 marks: good, concise summary style / very good attempt to use own words and to organise and sequence points cohesively</p> | |
| | Language: | 5 |

| Question | Answer | Marks |
|----------|--------|-------|
| 6 | Email | 13 |

| Question | Answer | Marks |
|----------|------------------|-------|
| 7 | Extended writing | 13 |

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 decide on a mark, and if there are no paragraphs, deduct one mark.
- 8 If the essay is considerably **shorter than the stated word length**, fewer than 70 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.
- 10 If the essay is **partly relevant** and therefore in mark band 2–3, the full range of marks for language is available.

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> |

| 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> |