

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2011 question paper
for the guidance of teachers**

0511 ENGLISH AS A SECOND LANGUAGE

0511/21

Paper 2 (Reading and Writing – Extended),
maximum raw mark 84

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2011	0511	21

Exercise 1 Spider-Man

- (a) Malaysia [1]
- (b) no ropes / no safety equipment [1]
- (c) (a small bag of) powder [1]
- (d) rarely gets permission for climbs
accept synonyms for 'rarely' [1]
- (e) in darkness / before dawn [1]
- (f) two / twice [1]
- (g) stopped by security (guards) [1]
- (h) (thick) fog / moisture [1]

[Total: 8]

Exercise 2 Papua New Guinea

- (a) giant rat AND last September
accept synonyms for 'giant' BOTH NEEDED FOR ONE MARK [1]
- (b) 0.8 metres / 0.8 m AND 1.5 kilos / 1.5 kg BOTH FOR ONE MARK [1]
- (c) isolated / 2 500 metres above the forest
own climate
last eruption was 225 000 years ago / species have had 225 000 years to develop / species
have had plenty of time to develop ANY TWO FROM THREE [2]
- (d) 70% [1]
- (e) monkeys AND wild cats / big cats
accept 'monkeys or wild cats' [1]
- (f) after (only) 30 seconds (they) saw a different type of frog
accept synonyms for 'different type' [1]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2011	0511	21

(g) they were not nervous / they were not shy [1]

(h) refer to / use / after / by characteristic of the creature
refer to / use / after / by place where it was found
refer to / use / by name of scientist ANY TWO FROM THREE [2]
as long as 'refer to / use / after/by' is used for the first detail, it does not have to be repeated

(i) spend long hours waiting
they often find nothing but ants
there are no monkeys or wild cats / there are no spectacular animals
mammals are afraid of humans
bitten by mosquitoes ANY FOUR FROM FIVE [4]
allow synonyms for 'spectacular'

[Total: 14]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2011	0511	21

Exercise 3 The Water Fun Company: Holiday Course Application

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: Anton Marica/Marica Anton

Address: Apartment 5 Calea Victoriei 701081 Bucharest (Romania)

Age group: CIRCLE 17–21

Contact details: jpammarica@connect.ro

Section B: Course details

Preferred choice of activity: scuba diving
accept use of capitals

Choice of country: (please list in order of preference)
1) (The) Maldives
2) Thailand
3) Australia

Preferred length of course: CIRCLE 7–9 days

In your chosen activity, would you consider yourself: UNDERLINE BEGINNER

Do you have any health considerations. Please give brief details: ear infection (six months ago)/
hearing/balance problem

Do you require holiday insurance from The Water Fun Company? DELETE NO

If YES, please give the following details:

Name of doctor: (Dr) Ionoscu

Contact details: docinscu@comnet.ro

Max total for Sections A and B: 6 marks

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2011	0511	21

Section C

Max total for Section C: 2 marks

The sentence must be written in the first person.

Examples: I have plenty of experience in sailing and windsurfing and I decided to try a new water sports activity.
I want to try a new water sports activity which I have not experienced before.

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.

[Total: 8]

Exercise 4 A world of wonders

Correct responses only apply if they are placed under the correct sub-heading (as detailed below).

Only one mark may be awarded per line.

Add the correct answers to give a total out of 8.

Remember that this exercise is marked for content (reading), not language.

Details of Miyazaki's study

(max 3 marks for this section)

- overflowing with models / overflowing with books
accept synonyms for 'overflowing'
- sketches on the walls / sketches pinned to the walls
- photographs on (work)desk / drawings on (work)desk
- on his desk clues to his interests

Details of Miyazaki's character

(max 3 marks for this section)

- patient
- private / rarely gives interviews / rarely appears in public
accept synonyms for 'rarely'
- dedicated to his work / will spend 14 hours a day on work
- obsession with flying

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2011	0511	21

What you can see or visit outside

(max 2 marks for this section)

- the Totoro / the guard
- rooftop garden
- (bronze) statue (of a robot soldier)
- (red) pine trees
- rooftop café
- Kichijoji Avenue / Inokashira Park

[Total: 8]

Exercise 5 Some like it cool

Content (up to 6 marks)

Health benefits:

- fights colds / fights (other) illnesses
- repairs the body / refreshes the body
- helps recovery from injury
- invigorates muscles (with oxygen)
- helps cells (in the body) to work (better)
- forget about anxieties and worries in your job
- boosts your mood / gives you a more optimistic outlook
- treats some forms of depression

Language (up to 4 marks)

0 marks: meaning obscure because of density of language errors and serious problems with expression/nothing of relevance

1 mark: expression weak/reliance on lifting without discrimination

2 marks: expression limited/some reliance on lifting from the original, but some sense of order

3 marks: expression good, with attempts to group and sequence ideas in own words

4 marks: expression very good; clear, orderly grouping and sequencing largely in own words

[Total: 10]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2011	0511	21

Exercise 6 Unexpected day's holiday from school

Exercise 7 Learn online at home

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

- Award the answer a mark for **content (C)** [out of 9] 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**, 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.

[Total Exercise 6: 18]

[Total Exercise 7: 18]

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2011	0511	21

GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 2)

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	<p>Highly Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained. 	8–9	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • Accuracy: No or very few errors. Well constructed and linked paragraphs.
6–7	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	6–7	<p>Precise:</p> <ul style="list-style-type: none"> • Style: Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
4–5	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with reasonable attempt at appropriate register, and with some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • Development of ideas: Material is satisfactorily developed at appropriate length. 	4–5	<p>Safe:</p> <ul style="list-style-type: none"> • Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • Accuracy: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2011	0511	21

2–3	<p>Partly relevant:</p> <ul style="list-style-type: none"> • Relevance: Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. 	2–3	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary • Accuracy: Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.
0–1	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark. • No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language. 	0–1	<p>Hard to understand:</p> <ul style="list-style-type: none"> • Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1 mark. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks.