MARK SCHEME for the May/June 2015 series

0511 ENGLISH AS A SECOND LANGAUGE

0511/11   Paper 1 (Reading and Writing – Core),
maximum raw mark 70

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.

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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 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 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

Exercise 1: Leave nothing but footprints

   (a) (river) boat [1]

   (b) become deep AND fast (flowing) / when there is heavy rain they are deep AND fast (flowing) [1]

   (c) create (new) habitats [1]

   (d) fruit /fruit-eating [1]

   (e) headquarters [1]

   (f) cap / shirt with long sleeves / water(bottle) / camera ANY TWO FOR ONE MARK [1]

   (g) remove plants AND drop litter BOTH NEEDED FOR ONE MARK [1]

[Max total for exercise 1: 7 marks]

Exercise 2: Neil Armstrong

    (a) commander (of the Apollo spacecraft)   **[1]**

    (b) launch (phase)   **[1]**

    (c) astronauts could move around easily / crew didn't suffer injuries   **[1]**

    (d) motion sickness   **[1]**

    (e) during (final) descent onto the moon / heading towards the landing area on the moon   **[1]**

    (f) collected samples /collected rock(s) / collected moon dust AND
conducted experiments BOTH REQUIRED FOR ONE MARK   **[1]**

    (g) circled the moon in the command module   **[1]**

    (h) 36 – 38 (years) AND three IN EITHER ORDER   **[1]**

    (i) 1972   **[1]**

    (j) (the lack of) gravity   **[1]**

    (k) teaching aviation   **[1]**

[Max total for exercise 2: 11 marks]

Exercise 3

BEACH BISTRO COMMENTS FORM

Section A: Your details

Name:	**Rebecca Phillips**	[1]
Address:	**25 North Promenade Eastbourne HA28 7RG**	[1]
Email:	**becci3@weynet.co.uk**	[1]
Birthday:	**19 October**	[1]

Section B: Comments on your visit

Number in group: **4** [1]

Day and time of visit: **6.30 Wednesday evening** [1]

Waiter's name: **Darren** [1]

Overall opinion of the cafe (please circle) CIRCLE **Very good** [1]

How did you hear about us? TICK **newspaper** [1]

Would you visit the cafe again? Delete **NO** [1]

Max. total for Sections A to B: 10 marks

Max. total for Section C: 4 marks

Section C

In the space below, write <u>one</u> sentence about what you chose to eat and drink and <u>one</u> sentence about what you didn't like about the cafe.

Example sentence:

> We had a hot drink and shared cakes.

2 marks: proper sentence construction; correct spelling and punctuation; gives the information asked for
1 mark: proper sentence construction; 1–3 errors of punctuation and/or spelling (without obscuring meaning); gives the information asked for
0 marks: more than 3 errors of 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 exercise 3: 14 marks]

Exercise 4: Living longer with love and beans

Examples of 'blue zone' areas and the people who live in them   **[max 2 marks for this heading]**

> *Barbagia – many people of 100 years of age.*
- Ikaria – highest percentage (of people) over 90
- Okinawa – (population) lives 7 years longer than people in America
- Nicoya peninsula – lowest rate of middle-age death

Similar lifestyle characteristics of 'blue zone' areas   **[max 3 marks for this heading]**

- daily routines
- preserve tradition / modernisation not so advanced
- appreciate age / celebrate age
- (strong) connection to the land / (strong) connection to nature
- healthy diet / eat a lot of beans

Ideas introduced in Minnesota   **[max 2 marks for this heading]**
- public gardens
- nature trail
- exercise programmes / exercising together

[Max total for exercise 4: 7 marks]

Exercise 5: Blue Zones: 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]

Exercise 6: Incident on a school trip

Exercise 7: 'Your life can only be good if you have a lot of money'

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.

- 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.

- **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**, fewer than 70 words, it should be put in mark band 2–3 for content or lower for not fulfilling the task. If the essay is between 70 and 100 words, it should be put in mark band 4–5 for content or lower. 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.

[Max total for exercise 6: 13 marks]
[Max total for exercise 7: 13 marks]

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	**Effective**: *Relevance*: Fulfils the task, with appropriate register and a good sense of purpose and audience. *Award 7 marks*. Fulfils the task, with appropriate register and some sense of purpose and audience. *Award 6 marks*. *Development of ideas*: Ideas are developed at appropriate length. Engages reader's interest.	6–7	**Competent**: *Style*: Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. *Award 6 marks*. *Accuracy*: Generally accurate with frustrating errors. Appropriate use of paragraphing. *Award 6 marks*.
4–5	**Largely relevant:** **Relevance:** Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions. *Award 5 marks* Does not quite fulfil the task although there are some positive qualities. There may be digressions. *Award 4 marks* **Development of ideas:** Material is satisfactorily developed at appropriate length.	4–5	**Satisfactory:** **Style:** Mainly simple structures and vocabulary but sometimes attempting a wider range of language. *Award 5 marks* Mainly simple structures and vocabulary. *Award 4 marks* *Accuracy*: Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence. *Award 5 marks*. Meaning is generally clear. Simple structures are usually sound. Errors do not interfere with communication. Paragraphs are used but without coherence or unity. *Award 4 marks*.

2–3	**Partly relevant:** **Relevance:** Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose / or audience. *Award 3 marks.* Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. *Award 2 marks.* ***Development of ideas:*** Supplies some detail but the effect is incomplete and repetitive.	2–3	**Errors intrude:** ***Style:*** Simple structures and vocabulary. ***Accuracy:*** Meaning is sometimes in doubt. Frequent errors do not seriously impair communication. *Award 3 marks.* Meaning is often in doubt. Frequent, distracting errors which slow down reading. *Award 2 marks.*
0–1	**Little relevance:** Very 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	**Hard to understand:** Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. *Award 1 mark.* Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. *Award 0 marks.*