



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE

0511/22

Paper 2 Reading and Writing – Extended

May/June 2016

MARK SCHEME

Maximum Mark: 90

Published

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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, 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 2

| | | Reading objectives tested | Marks for reading objectives | Writing objectives tested | Marks for writing objectives | Total available marks |
|------------|----------------------|----------------------------------|-------------------------------------|----------------------------------|-------------------------------------|------------------------------|
| Exercise 1 | Reading (1) | R1, R2 | 9 | | – | 9 |
| Exercise 2 | Reading (2) | R1, R2, R4 | 15 | | – | 15 |
| Exercise 3 | Information transfer | R1, R2, R4, | 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: Young Children In Restaurants

(a) quiet / not loud [1]

(b) upset [1]

(c) healthy / healthiest [1]

(d) (ask) friends AND (look on) internet [1]

(e) miserable / screaming child / comfort child
 OR
 expensive waste / waste of money / not finish meal / leave quickly / leave early
 OR
 formal / not relaxed

One mark for any two out of three correct responses [2]

(f) childproof (it) / dangerous objects out of reach [1]

(g) help children learn what is expected / talk to them (about how to behave)
 (have) special meal at home (first) / prepare special meal / make special meal
 teach them to enjoy it

One mark each for any two [2]

[Max total for Exercise 1: 9 marks]

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Exercise 2: Hosting the Olympic Games

- (a) host (2016 summer) Olympic (Games) [2]
 first (city) in South America (chosen to host summer Olympics)
 ONE MARK FOR EACH CORRECT DETAIL
- (b) Rio (de Janeiro) **AND** Madrid **AND** 18 [1]
- (c) 9 years before [1]
- (d) never get back money (spent)
 (fall into) debt
 ONE MARK FOR EACH CORRECT DETAIL [2]
- (e) city's Organising Committee / host (city) / private (financial) supporters
 ANY TWO DETAILS FROM THREE [1]
- (f) (show) suitable venues **AND** (present) design proposals [1]
 BOTH NEEDED FOR ONE MARK
- (g) centre to increase women's participation [1]
- (h) (held) in October [1]
- (i) bid again / work (further) on plans [1]
- (j) 1. competition fierce
 2. funding / no stable economy / economic
 3. unsuitable venue(s) / unsatisfactory design proposal / doesn't have best places
 4. plans not up to standard
 5. unsupportive population
 6. weather
 7. (not) meeting all (IOC's) expectations
 ONE MARK FOR EACH CORRECT DETAIL (MAX 4 MARKS) [4]

[Max total for Exercise 2: 15 marks]

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Exercise 3: Yellow Balloon Customer Evaluation Form

Section A: Personal details

| | | |
|--|---|---|
| Full name: | Ayesha Nahyan | ✓ |
| Nationality: | Emirati | ✓ |
| Address: | (Apartment) 58 <u>T</u> he <u>H</u> eights <u>A</u> l <u>B</u> ateen <u>S</u> tr <u>e</u> e <u>t</u> <u>A</u> bu <u>D</u> habi | ✓ |
| Phone number: | 0536255012 | ✓ |
| Age range of person completing the form: | <i>CIRCLE</i> 25 or under | ✓ |

Section B: Event details

| | | |
|-------------------------------------|---|---|
| How did you hear about our company? | friend | ✓ |
| What event did we organise for you? | birthday (party) / traditional (party) / grandmother's party | ✓ |
| Where was the event held? | desert / tent /outdoors | ✓ |

Section C: Your opinion

| | | |
|--|--|---|
| Were you pleased with the quality of services overall? | Delete: NO | ✓ |
| How would you rate the service of our staff? | Underline: Excellent OR Good | ✓ |
| What could we do better? | Pictures of venue / staff informed / instructions /requests | ✓ |
| What your main guest most enjoyed about the event: | food / rice and meat / feast / meal | ✓ |

[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 giving details of and reasons for any concerns that you had during the event.

Examples of acceptable sentences:

I was rather annoyed that my grandmother was offered sweets because she is diabetic.

At the party, my diabetic grandmother was offered sweets by all of the dancers.

The company manager doesn't give information to the staff, so they don't always know what to do.

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 for Section D: 2 marks]

[Max overall total for Exercise 3: 8 marks]

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Exercise 4: Special-effects Artists

Different types of artists and the main task of each:

[Max 4 marks for this heading]

CG special-effects artists—create characters and sets

1. animators – movement / facial expression
2. modellers – miniature (version)
3. pyrotechnic effects – (safety precautions for) explosions / fire / bullet shots / explosive devices/ firework (effects)
4. make-up – masks / special effects make-up

What you can do if you want to become a special-effects artist: [Max 5 marks for this heading]

5. absorb information
6. online tutorials / free tutorials
7. build own models
8. play with (moulding) compounds / learn to make compounds /learn to mix chemicals / make own compounds
9. degree in special effects / (basic) training / get experience
10. watch slow motion recordings / study movement / watch (how) bones move / watch (how) muscles move

[Max total for Exercise 4: 9 marks]

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Exercise 5: The Japanese Kodo Ceremony**Content:****[up to 6 marks]**

The importance of the ceremony in the past:

1. part of the culture / part of tradition
2. religious purposes / used in (Buddhist) temples
3. rich people's pleasure / rich people's way of passing time
4. tested ability to identify perfumes / game
5. helped write poetry
6. helped read poetry
7. helped men and women meet / used to perfume letters / used to interest woman
8. gave Samurai dignity / performed before battle

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: Weekend at a friend's house**Exercise 7: Traditional home/apartment**

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**, fewer than 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.
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 and 7: 19 marks and 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: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. <i>Award 10 marks.</i></p> <p>Fulfils the task, with consistently appropriate register and very good sense of purpose and audience. <i>Award 8/9 marks.</i></p> <p>Development of ideas: 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>Precise:</p> <p>Style: 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>Accuracy: Well-constructed and linked paragraphs with very few errors of any kind.</p> |
| 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> | 6–7 | <p>Competent:</p> <p>Style: 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: 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>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> |
| 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: 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> |