



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE

0511/23

Paper 2 Reading and Writing (Extended)

October/November 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 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 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 Koala Sanctuary

(a) wombats [1]

(b) males have larger faces / females have smaller faces [2]
females have a pouch (on their front) / males don't have a pouch (on their front)

ONE MARK FOR EACH DETAIL

(c) two thumbs [1]

(d) smell [1]

(e) habitat loss / less space to live in wild [1]

(f) sitting under a tree [2]
doesn't move away when approached

ONE MARK FOR EACH DETAIL

(g) stress [1]

[Maximum total for Exercise 1: 9 marks]

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Exercise 2 Hostelling International

- (a) castle [1]
- (b) 1932 [1]
- (c) Welwyn Garden City [1]
- (d) Colombia and Russia, AND Brazil [1]
ALL REQUIRED FOR ONE MARK
- (e) (the) Green Award [1]
- (f) guests give feedback
regular inspections [2]
ONE MARK FOR EACH DETAIL
- (g) a lighthouse [1]
- (h) (Hostel) Ytra Lón [1]
- (i) sauna [1]
- (j) The Big Blog Exchange [1]
- (k) to provide accommodation around the world that young people can afford
to enable young people to experience different cultures
provide (the same) high standards
to develop a better understanding of other people
to encourage young people to look after the countryside
ONE MARK EACH DETAIL - ANY FOUR FROM FIVE [4]

[Maximum total for Exercise 2: 15 marks]

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Exercise 3 Talent competition entry form

Section A: Personal details

Full name:	Joanne Morris	✓
Age:	17	✓
Email address:	jomo@morrisfamily.com	✓

Section B: Your group

Name of your group:	The Ladybirds	✓
Name of lead singer:	Suki (Takashi)	✓
Which instruments are played in your group? (list all)	Keyboard(s) AND violin	✓ ✓
Which type of music will you play in the competition?	CIRCLE hip hop	✓
How long have you all been playing together?	TICK less than a year	✓

Section C: Competition details

Which date can you attend?	14 December	✓
How will you pay?	DELETE cash	✓
Total required:	15	✓

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

Section D

Examples of acceptable sentences:

We like writing our own music, and we would love to record some of it in a studio.

We don't just play well-known songs, and our teacher thinks we are good enough to enter the competition.

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 the 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 The moneyless man

Why Mark chose to live without money:

[max 3 marks for this heading]

1. he was impressed by Gandhi / because of Gandhi's ideas / Gandhi said that if you want something to change, make it happen / he wanted to make a change
2. consumers / businesses / we lack awareness of (their/our) impact on the environment / are not environmentally-friendly enough
3. we waste too much
4. as long as money exists, environmental problems would not go away / money causes environmental problems

How Mark avoided using money:

[max 3 marks for this heading]

5. located caravan on freecycle website / got a caravan from someone who didn't want it anymore
6. volunteered at a farm in return for place to park his caravan
7. burned old wood as fuel
8. grew fruit and vegetables / gathered fruit and vegetables from the countryside
9. offered to work in exchange for other types of food

What Mark learned from living without money:

[max 3 marks for this heading]

10. everything takes more time / handwashing clothes is slower than using a machine/cycling takes more time than driving
11. cycling is cheaper / more enjoyable than (going to) gym
12. preferred spending time doing something (productive) / watching TV is a waste of time
13. valued his friendships more

[Maximum total for Exercise 4: 9 marks]

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Exercise 5 How to conduct an orchestra**Content:****[up to 6 marks]**

1. Do a course in conducting / watch a video
2. Don't try to copy movements precisely / find your own way to move your arms
3. Be confident (in your movements)
4. Be passionate about the music / relax into the music/move freely with the music
5. Practise power poses / don't give the impression of being weak / stand in a way that makes you seem bigger
6. Don't apologise
7. Make eye contact
8. Have good rhythm
9. Look at everyone / don't ignore anyone / engage with everyone

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

[Maximum total for Exercise 5: 11 marks]

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Exercise 6 School international evening**Exercise 7 Sports lessons at school a waste of time**

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. If one bullet point is missing, a maximum mark of C4 can be awarded.
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, i.e. below 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 Exercises 6 and 7: 19 marks and 19 marks]

GENERAL CRITERIA FOR MARKING EXERCISES 6 AND 7 (Extended Tier)

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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: Fulfil the task, with consistently appropriate register and excellent sense of purpose and audience. <i>Award 10 marks.</i></p> <p>Fulfil 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: Fulfil the task, with appropriate register and a good sense of purpose and audience. <i>Award 7 marks.</i></p> <p>Fulfil 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>