



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**ENGLISH AS A SECOND LANGUAGE**

**0511/23**

Paper 2 Reading and Writing (Extended)

**May/June 2017**

MARK SCHEME

Maximum Mark: 90

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**Published**

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.

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This document consists of **12** printed pages.

**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**

		<b>Reading objectives tested</b>	<b>Marks for reading objectives</b>	<b>Writing objectives tested</b>	<b>Marks for writing objectives</b>	<b>Total available marks</b>
Exercise 1	Reading (1)	R1, R2	9		–	<b>9</b>
Exercise 2	Reading (2)	R1, R2, R4	15		–	<b>15</b>
Exercise 3	Information transfer	R1, R2, R4,	6	W1, W5	2	<b>8</b>
Exercise 4	Note-making	R1, R2, R3	9		–	<b>9</b>
Exercise 5	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5	5	<b>11</b>
Exercise 6	Writing (1)		–	W1, W2, W3, W4, W5, W6	19	<b>19</b>
Exercise 7	Writing (2)		–	W1, W2, W3, W4, W5, W6	19	<b>19</b>
						<b>90</b>

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)	researching his family history	<b>1</b>
1(b)	Ireland	<b>1</b>
1(c)	birthdays AND wedding anniversaries <b>BOTH REQUIRED FOR ONE MARK</b>	<b>1</b>
1(d)	bring back (your) memories / (enables to) select stories (to focus on) <b>ONE MARK FOR EACH DETAIL</b>	<b>2</b>
1(e)	at home	<b>1</b>
1(f)	(favourite) cover design	<b>1</b>
1(g)	(ask the writer) to add more stories / request more stories	<b>1</b>
1(h)	individual attention (given to customers)	<b>1</b>
	<b>Total:</b>	<b>9</b>

Question	Answer	Marks
2(a)	he married a Venezuelan	1
2(b)	support local businesses	1
2(c)	Spain	1
2(d)	the river / Catatumbo River	1
2(e)	petroleum industry hasn't damaged the southern end of the lake / oil industry petroleum hasn't damaged the southern end of the lake/ petroleum industry hasn't damaged the environment / oil industry hasn't damaged the environment petroleum industry hasn't damaged it / oil industry hasn't damaged it	1
2(f)	how unexplored some areas are	1
2(g)	they spend little time inside the hut / they don't sleep for long	1
2(h)	(lightning is) part of everyday life / (storms are) part of everyday life	1
2(i)	warm winds meet cold air / methane (gas) rises <b>ONE MARK FOR EACH CORRECT DETAIL</b>	2
2(j)	worried	1
2(k)	screaming of howler monkeys bitten by mosquitoes / mosquitoes could make sleep difficult (water) snakes (slithering alarmingly) close to boat caimans in the water) near the huts / caimans could make sleep difficult a bat flew past his face / a bat flew past him / a bat flew past very close	4
	<b>Total:</b>	<b>15</b>

Question	Answer	Marks	
3	<b>Section A: Personal details</b>		
	Full name:	<b>Brendan Roberts</b>	✓
	Age:	<b>18</b>	✓
	Home Address:	<b>87 Grange Road Hepton H6 4NQ</b>	✓
	Email:	<b>robertsb@hepton.co</b>	✓
	How did you hear about YBSC:	<b>(business studies) teacher / Mr Lyon</b>	✓
	Availability on day of competition:	<b>after 5:00pm</b>	✓
	<b>Section B: Your business idea</b>		
	Name of business:	<b>Tastebuds</b>	✓
	Type of business:	<b>(health food) café</b>	✓
	Who the business is aimed at:	<b>(health conscious) young people</b>	✓
	Names of investors:	<b>David Gregory, Alice Hope</b>	✓
	Previous business experience:	<b>DELETE YES</b>	✓
	Most useful part of prize:	<b>TICK advertising</b>	✓
	<b>Total for Sections A and B:</b>		<b>6</b>
	<b>Section C</b>		
	<p><b>In the space below, write <u>one</u> sentence of between 12 and 20 words describing your plans for your business in five years' time.</b></p> <p><i>Sample sentence:</i></p> <p>I want to have set up branches of my Tastebuds healthy eating café in Hepton and several cities with universities.</p> <p>I would like to own a chain of young-people oriented health food cafes.</p>		
<b>Total for Section C:</b>		<b>2</b>	
<b>Total for Sections A–C:</b>		<b>8</b>	

**Marking Criteria**

**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.***

Question	Answer	Marks
4	<p><b>How Megavalanche is different from other downhill mountain bike races</b></p> <p>1 noise level  2 start(s) on a glacier / start(s) on ice  3 not about racing against the clock / it's about getting to the finish line before anyone else  4 longest (mountain-bike race in the world)</p>	<b>Max 3</b>
	<p><b>Different surfaces Megavalanche competitors have to ride over</b></p> <p>5 ice  6 (fresh) snow  7 (an area of) loose rocks  8 stony paths  9 grassy paths</p>	<b>Max 4</b>
	<p><b>Reasons mountain bikers give for taking part</b></p> <p>10 sense of danger  11 compete against the best (mountain-bikers in the world)  12 atmosphere</p>	<b>Max 2</b>
	<b>Total:</b>	<b>9</b>

Question	Answer	Marks
5	<p><b>Content:</b></p> <p><b>Advantages:</b></p> <ol style="list-style-type: none"> <li>1 (relatively) clean source of energy / impact on the environment is insignificant / environmentally friendly when compared with other sources</li> <li>2 renewable</li> <li>3 wind energy is cheap / wind is free</li> <li>4 (wind turbines) take up less space than power plants for other fuels / each turbine only occupies a small area of land</li> <li>5 (wind turbines) are useful resource for remote locations</li> <li>6 (wind turbines) can be designed to provide energy to communities of different sizes</li> <li>7 (wind turbines) have a less harmful effect on wildlife than pollution</li> </ol> <p><b>Disadvantages:</b></p> <ol style="list-style-type: none"> <li>1 (wind turbines) still only provide a small amount of the world's energy</li> <li>2 wind is not constant</li> <li>3 huge windfarms necessary to produce sufficient energy for larger communities</li> <li>4 (wind turbines are) ugly</li> <li>5 (wind turbines are) noisy</li> <li>6 (wind turbines) can kill birds and bats</li> </ol>	Max 6
	<p><b>Language:</b></p> <p><b>0 marks:</b> no understanding of the task / no relevant content / meaning completely obscure due to serious language inaccuracies</p> <p><b>1 mark:</b> copying without discrimination from text / multiple language inaccuracies</p> <p><b>2 marks:</b> 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><b>3 marks:</b> 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><b>4 marks:</b> good attempt to use own words and to organise and sequence points cohesively / generally good control of language</p> <p><b>5 marks:</b> good, concise summary style / very good attempt to use own words and to organise and sequence points cohesively</p>	Max 5
	<b>Total:</b>	<b>11</b>



Question	Answer	Marks
6	Email	19

Question	Answer	Marks
7	Extended Writing	19

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.

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><b>Highly effective:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> 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><b>Precise:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> Well-constructed and linked paragraphs with very few errors of any kind.</p>
6–7	<p><b>Effective:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Ideas are developed at appropriate length. Engages reader's interest.</p>	6–7	<p><b>Competent:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> 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>

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
4–5	<p><b>Largely relevant:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</p>	4–5	<p><b>Satisfactory:</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> 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><b>Partly relevant:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Supplies some detail but the effect is incomplete and repetitive.</p>	2–3	<p><b>Errors intrude:</b></p> <p><b>Style:</b> Simple structures and vocabulary.</p> <p><b>Accuracy:</b> 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>

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
0–1	<p><b>Little relevance:</b> 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><b>Hard to understand:</b></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>