

**MARK SCHEME for the October/November 2012 series**

**0511 ENGLISH AS A SECOND LANGUAGE**

**0511/12** Paper 1, (Reading and Writing – Core),  
maximum raw mark 56

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.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.



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**Exercise 1 Starting to paint**

- (a) practice and patience
- (b) too dry [1]
- (c) provides a deep(er) colour / (more) difficult to use / long(er) time to dry  
/ oil-based rather than water-based / acrylic paint is water-based  
ANY 2 FOR 1 MARK [1]
- (d) absorb(s) it / not enough paint left to work with [1]
- (e) round(s) / bristles come to a point [1]
- (f) cheap AND easy to prepare [1]

**[Total: 6]**

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## Exercise 2 Television

- (a) viewing continues to grow even though internet widely used  
 / number of ways of watching TV has increased / contribute to enjoyable viewing experiences [1]
- (b) Europe AND Africa (both required) [1]
- (c) reduces the amount of conversation / number of words spoken reduced [1]
- (d) learnt fewer (new) words [1]
- (e) children under two should not be exposed to TV or computer (screens) (2 marks)  
 children under two should not be exposed to TV (1 mark)  
 should not be exposed to TV or computer (screens) (0 marks) [2]
- (f) may be exposed to unsuitable programmes / might be unsuitable / can result in psychological problems / can be influenced (by what they watch) [1]
- (g) decrease in physical activity / encourages them to be inactive [1]  
 increase in (the consumption of) sugary drinks and snacks [1]
- 1 MARK FOR EACH DETAIL
- (h) early experience of TV viewing continued to have harmful effects  
 / early experience of TV viewing had long-term harmful effects [1]

[Total: 10]

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### Exercise 3 Visa 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) must be observed with total accuracy.*

#### Section A : Personal Details

Full name: Pooja Robinson

Male/Female: DELETE Male

Nationality: British (C/citizen)

Date of birth: 4<sup>th</sup> July 1994

City/town of birth: London

Home address: 23 Balham Road, London SW12 9RT

#### Section B: Travel Details

Date and place of arrival: 30<sup>th</sup> December, Mumbai

Length of stay: TICK one to two months

Address in India: 27 Marine Drive, Nariman Point, Mumbai

What is the purpose of your visit? CIRCLE Holiday

Have you visited India before? DELETE YES

Are you travelling alone? DELETE NO

*Max. total for Sections A and B: 6 marks*

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**Section C**

Max total for Section C: 4

In the space below, write **one** sentence giving details of any relatives you have in India, and one sentence identifying any particular place you plan to visit.

*Sentence 1 and 2 must be written in the first person.*

Example sentence 1: I will be visiting my grandparents who live in India.

Example sentence 2: My grandparents have told me stories about the city and I can't wait to visit.  
I want to visit the Bollywood film studios.  
I want to go to the beach/sea which is near my grandparents' home.

For each sentence, award up to 2 marks as follows:

**2 marks:** proper sentence construction; correct spelling, punctuation and grammar; gives the information asked for

**1 mark:** proper sentence construction; 1–3 errors of punctuation / spelling / grammar (without obscuring meaning); gives the information asked for

**0 marks:** more than 3 errors of punctuation / spelling / grammar; 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.*

**[Total: 10]**

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#### Exercise 4 Photographing the Extraordinary

*NB correct responses only apply if they are placed under the correct heading (as detailed below).*

*Add the correct answers to give a total out of 6.*

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

#### **Common features of the living things that Sara photographs** (max 2 marks for this heading)

- (at least) 2000 years old / oldest living things
- have lived continuously for (the whole of) that period

#### **Places Sara has visited and what she found in each place** (max 2 marks for this heading)

- **Andes** – llareta (plant)
- **Namibia** – Welwitschia (plant)
- **Caribbean** – coral
- **Copenhagen** – bacterium / bacteria

#### **The concerns that Sara has** (max 2 marks for this heading)

- (how to) finance her travels
- destruction of the environment
- oldest living things are in danger / oldest living things may die / things she has photographed are in danger
- permafrost may disappear / permafrost is not permanent

**[Total: 6]**

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**Exercise 5 Photographing the Extraordinary: Summary**

*This exercise is marked for language, not content, but if content is entirely irrelevant to the task a mark of zero should be awarded.*

*Count words and do not mark anything exceeding 70 words, as specified in the question. Candidates will not be assessed on anything they have written after this limit, but will not be penalised per se for exceeding it.*

- 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 from the passage
- 2 marks:** expression limited / reliance on copying out the notes, 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 own words

**[Total: 4]**

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### Exercise 6 Loss of something small but important

### Exercise 7 Family or friends more important?

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

- **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 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 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.
- 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: 10]

[Total Exercise 7: 10]

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**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)
4–5	<p><b>Satisfactory:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	4–5	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>• <b>Accuracy:</b> 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.</li> </ul>
2–3	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> 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.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	2–3	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Simple structures and vocabulary.</li> <li>• <b>Accuracy:</b> 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.</li> </ul>
0–1	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>• Limited engagement with task, but this is mostly hidden by density of error. <b>Award 1 mark.</b></li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b> If essay is completely irrelevant, no mark can be given for language.</li> </ul>	0–1	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• 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. <b>Award 1 mark.</b></li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. <b>Award 0 marks.</b></li> </ul>