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**ENGLISH AS A SECOND LANGUAGE**

**0511/13**

Paper 1 Reading and Writing (Core)

**October/November 2017**

MARK SCHEME

Maximum Mark: 70

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**Published**

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This document consists of **11** printed pages.

**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, 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 1**

		<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	7		–	<b>7</b>
Exercise 2	Reading (2)	R1 R2 R4	11		–	<b>11</b>
Exercise 3	Information transfer	R1, R2	10	W1, W5	4	<b>14</b>
Exercise 4	Note-making	R1, R2, R3	7		–	<b>7</b>
Exercise 5	Summary		–	W1, W2, W3, W4, W5	5	<b>5</b>
Exercise 6	Writing (1)		–	W1, W2, W3, W4, W5, W6	13	<b>13</b>
Exercise 7	Writing (2)		–	W1, W2, W3, W4, W5, W6	13	<b>13</b>
						<b>70</b>

**Exercise 1**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)	surfing	<b>1</b>
1(b)	both sides of the board (not close together)	<b>1</b>
1(c)	look at the horizon	<b>1</b>
1(d)	(you may) lose control (of the board) / (you may) lose balance	<b>1</b>
1(e)	four or five (times)	<b>1</b>
1(f)	Australia	<b>1</b>
1(g)	2012	<b>1</b>

**Exercise 2**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2(a)	Aids to Scouting	<b>1</b>
2(b)	Brownsea Island / (southern) England	<b>1</b>
2(c)	Chile	<b>1</b>
2(d)	Rosebuds	<b>1</b>
2(e)	two-thirds / 2/3	<b>1</b>
2(f)	Indonesia	<b>1</b>
2(g)	one world one promise	<b>1</b>
2(h)	a flame was lit at Baden-Powell's grave (in Nyeri)	<b>1</b>
2(i)	Chelmsford (England)	<b>1</b>
2(j)	(top of a mountain called) Mont Blanc	<b>1</b>
2(k)	Troop Beverly Hills	<b>1</b>

## Exercise 3

Question	Answer	Marks
	<b>Section A: Personal details</b>	
3(a)	Full name: <b>Douglas Holmes</b>	<b>1</b>
3(b)	Home address: <b>32 Bracken Lane, Greenock, PA15 6HD, (Scotland)</b>	<b>1</b>
3(c)	Age: <b>17</b>	<b>1</b>
3(d)	If you are under 18, you will need a parent or teacher to sign a permission form for you.  If appropriate, please give the name: <b>Alistair Holmes</b>	<b>1</b>
3(e)	How would you like me to contact you? <b>DELETE</b> phone	<b>1</b>
3(f)	Please give contact details: <b>duggie@holmesfamily.co.uk</b>	<b>1</b>
	<b>Section B: The research</b>	<b>1</b>
3(g)	How often do you play computer games? <b>TICK</b> One or two times a week	<b>1</b>
3(h)	How long have you been playing computer games? <b>CIRCLE</b> for one or two years	<b>1</b>
3(i)	Name of your favourite computer game: <b>Hero 3</b>	
3(j)	Which session would you prefer to attend? <b>15 December</b>	
	<b>Total for Sections A and B</b>	<b>10</b>

Question	Answer	Marks
	<b>Section C</b>	
	<p><b>Sample sentence 1:</b> I saw a notice in the psychology department. I found out about it when I was visiting the psychology department.</p> <p><b>Sample sentence 2:</b> I am interested in the subject. It might be useful for me if I have to do my own research in the future.</p> <p><b>2 marks:</b> proper sentence construction; correct spelling, punctuation and grammar; gives the information asked for</p> <p><b>1 mark:</b> proper sentence construction; 1–3 errors of punctuation / spelling / grammar (without obscuring meaning); gives the information asked for</p> <p><b>0 marks:</b> 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</p> <p><b><i>Absence of a full stop at the end should be considered as 1 punctuation error.</i></b></p> <p><b><i>Absence of an upper case letter at the beginning should be considered as 1 punctuation error.</i></b></p> <p><b><i>Omission of a word in a sentence should be considered as 1 grammar error</i></b></p>	
	<b>Total for Section C</b>	<b>4</b>

**Exercise 4**

Question	Answer	Marks
4	<p><b>How to guide a group discussion on art:</b></p> <ol style="list-style-type: none"> <li>1 allow (plenty of) time to look</li> <li>2 question people about what they are looking at</li> <li>3 encourage them to share thoughts and ideas (with each other)</li> <li>4 ask people to explain why the artist has done something / ask people to explain what the artwork means / ask people to explain what the artist is trying to express</li> <li>5 ask people to try to connect with the art / ask how the art makes them feel / ask if the art reminds them of anything</li> <li>6 encourage people to extend their responses / ask them to explain further or add more detail</li> </ol>	<b>Max 4</b>
	<p><b>Examples of follow-up activities to do with your art club:</b></p> <ol style="list-style-type: none"> <li>1 design a postcard</li> <li>2 produce a leaflet (advertising the exhibition)</li> <li>3 write a story about a character in a painting</li> <li>4 role-play an interview with an artist</li> <li>5 create a piece of art (of their own)</li> </ol>	<b>Max 3</b>

**Exercise 5**

Question	Answer	Marks
5	<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>	<b>5</b>

Question	Answer	Marks
6	Email	13

Question	Answer	Marks
7	Extended writing	13

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

- 1 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.
- 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 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 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 70 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.

## 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	<p><b>Effective:</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Ideas are developed at appropriate length. Engages reader's interest.</p>	6	<p><b>Competent:</b></p> <p><b>Style:</b> 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> Generally accurate with frustrating errors. Appropriate use of paragraphing. <i>Award 6 marks.</i></p>
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>

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