



ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

0511/21

Paper 2 Reading and Writing (Extended)

October/November 2019

MARK SCHEME

Maximum Mark: 80

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.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **9** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

This component forms part of the Extended tier assessment of Cambridge IGCSE English as a Second Language and tests the following Assessment Objectives:

AO1: Reading

- R1 identify and select relevant information
- R2 understand ideas, opinions and attitudes
- R3 show understanding of the connections between ideas, opinions and attitudes
- R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intentions and feelings

AO2: Writing

- W1 communicate information/ideas/opinions clearly, accurately and effectively
- W2 organise ideas into coherent paragraphs using a range of appropriate linking devices
- W3 use a range of grammatical structures accurately and effectively
- W4 show control of punctuation and spelling
- W5 use appropriate register and style/format for the given purpose and audience

| Question | Answer | Marks |
|----------|--|-------|
| 1 | (animal) bones | 1 |
| 2 | 35 000 (years) | 1 |
| 3 | (there had been a) rock fall/(entrance) blocked | 1 |
| 4 | horsehair | 1 |
| 5 | (sur)name of (one of) discoverer(s)/after discoverer | 1 |
| 6 | Award 1 mark for each detail up to a maximum of 2 marks: temperature/cool/cold atmosphere/damp(er than outside) | 2 |
| 7 | faces human(-like) | 1 |
| 8 | people/humans/people (do not) feature | 1 |
| 9 | Award 1 mark for each detail up to a maximum 4 marks: 1 (look) fresher / better preserved / less damage(d) 2 walls clean(ed) before painting / background (colour) lighter 3 (seem) more alive 4 animals (much) more aggressive 5 (scenes of) animals interacting | 4 |
| 10(a) | C | 1 |
| 10(b) | D | 1 |
| 10(c) | B | 1 |
| 10(d) | C | 1 |
| 10(e) | A | 1 |
| 10(f) | B | 1 |
| 10(g) | D | 1 |
| 10(h) | A | 1 |
| 10(i) | B | 1 |
| 10(j) | A | 1 |

| Question | Answer | Marks |
|----------|--|----------|
| 11 | <p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks.</i> <i>Acceptable responses are:</i></p> <p>Reasons why some birds fly from Africa to northern Europe at certain times of the year:</p> <ol style="list-style-type: none"> 1 feed (on the insects that are available)/(plenty of) food 2 fewer birds/not so many birds 3 good places for (building) nests/build nests/to nest 4 safe/(other) animals that might attack them 5 long days (during summer are good for them) | 3 |
| 12 | <p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks.</i> <i>Acceptable responses are:</i></p> <p>How birds find their way when they are migrating:</p> <ol style="list-style-type: none"> 6 born knowing (which route they need to take)/(they) know 7 (follow) coastlines 8 sun 9 stars | 3 |
| 13 | <p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks.</i> <i>Acceptable responses are:</i></p> <p>Challenges for birds when they are migrating:</p> <ol style="list-style-type: none"> 10 long distances/(over) 8000 kilometres 11 (flying across) deserts/Sahara 12 (crossing) seas/Mediterranean 13 (natural) feeding places destroyed/feeding places built on/(not) finding food | 3 |

| Question | Answer | Marks |
|----------|---------------------------------|-----------|
| 14 | Award up to a total of 16 marks | 16 |

Up to **8 marks** to be awarded for **Content** (Reading)

| | | |
|--|---|--|
| | <p>Relevant points to include are:</p> <p>Advantages of listening to music while studying:</p> <ol style="list-style-type: none"> 1 concentrate (better) 2 blocks (out other background) noises/blocks (out people) talking 3 (people) relax/makes people not feel anxious 4 helps cope with complex ideas/helps cope with complex tasks 5 gives energy/helps to continue studying <p>What the music should be like:</p> <ol style="list-style-type: none"> 6 not (too) loud 7 without lyrics 8 steady rhythm 9 not fast/not slow/right pace 10 not music you're passionate about | |
|--|---|--|

Up to **8 marks** to be awarded for Language (Writing)
See Generic marking criteria for Exercise 4.

Generic marking criteria for Exercise 4

| Marks | Language (Writing) |
|-------|--|
| 7–8 | <ul style="list-style-type: none"> • Points are very well organised and coherent. Cohesive devices are used effectively. • Very good use of own words • High level of accuracy of vocabulary and grammatical structures |
| 5–6 | <ul style="list-style-type: none"> • Points are well organised and coherent. Cohesive devices are used appropriately. • Good use of own words • Good level of accuracy of vocabulary and simple grammatical structures |
| 3–4 | <ul style="list-style-type: none"> • Points partly organised and reasonably coherent. Cohesive devices are used generally appropriately. • Very good use of own words • High level of accuracy of vocabulary and grammatical structures |
| 1–2 | <ul style="list-style-type: none"> • Little or no attempt to organise points. Cohesive devices are either not used or are not used appropriately. • Heavy reliance on language from the text • Limited control of lexis and grammatical structures. |
| 0 | <ul style="list-style-type: none"> • No response worthy of credit. |

| Question | Answer | Marks |
|--|--|-----------|
| <p>Generic marking criteria for Exercises 5 and 6</p> <p>The following general instructions, and table of marking criteria, apply to both Exercises 5 and 6.</p> <ul style="list-style-type: none"> You should decide on a mark for Content and Language separately. Content covers the 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). Language covers range (i.e. complexity of vocabulary and sentence structure) and accuracy (of grammar, spelling, punctuation and text organisation). When deciding on a mark for Content or Language, first of all decide which band is most appropriate. There will not necessarily be an exact fit. Then decide between the lower or the higher mark. Use the lower mark if it fulfils some of the requirements of the band and the higher mark if it fulfils all the requirements of the band. 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 required length. If the task is generally fulfilled it will be awarded at least 3–4 marks. When deciding on a mark for Language, look at both the range and the accuracy of the language. A useful starting point would be first to gain an impression of the level, then to focus on the level descriptors in order to decide on the best fit. If the writing is considerably shorter than the stated word length, i.e. below 105 words, it should be given a maximum of 3 marks for Content. If the writing is only partly relevant and therefore can be awarded only 1–2 Content marks, the full range of marks for Language is still available. If the writing is totally irrelevant and has nothing to do with the question asked, it should be given 0 marks for Content and Language. | | |
| 14 | Award up to a total of 16 marks. Up to 8 marks to be awarded for Content . Plus up to 8 marks to be awarded for Language . See generic marking criteria for Exercises 5 and 6. | 16 |
| 15 | Award up to a total of 16 marks. Up to 8 marks to be awarded for Content . Plus up to 8 marks to be awarded for Language . See generic marking criteria for Exercises 5 and 6. | 16 |

Marking Criteria for Exercises 5 and 6

| Marks | Content (maximum 8 marks) | Marks | Language (maximum 8 marks) |
|-------|--|-------|--|
| 7–8 | <p><u>Relevance</u></p> <ul style="list-style-type: none"> Task is fulfilled. Consistently appropriate style and register for the text type. Excellent sense of purpose and audience. <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> Content is very well developed, at appropriate length. Content is communicated skilfully and effectively. | 7–8 | <p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> Uses a wide range of common and less common vocabulary effectively. Uses a wide range of structures, both simple and complex, effectively. High level of accuracy of language throughout. Occasional errors may be present but these do not impede communication. Errors are related to less common vocabulary or more complex structures. <p><u>Organisation</u></p> <ul style="list-style-type: none"> Effectively organised and sequenced. Uses a wide range of linking words and other cohesive devices, effectively. |
| 5–6 | <p><u>Relevance</u></p> <ul style="list-style-type: none"> Task is fulfilled. Generally appropriate style and register for the text type. Generally good sense of purpose and audience. <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> Content is developed, at appropriate length. Content is generally communicated clearly. | 5–6 | <p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> Uses a good range of common vocabulary appropriately, and attempts to use some less common vocabulary. Uses a good range of simple structures appropriately, and attempts to use some more complex structures. Good level of accuracy of language throughout. Errors do not generally impede communication. Errors are generally related to less common vocabulary or more complex structures. <p><u>Organisation</u></p> <ul style="list-style-type: none"> Well organised and sequenced. Uses a good range of linking words and other cohesive devices, appropriately. |

| Marks | Content (maximum 8 marks) | Marks | Language (maximum 8 marks) |
|-------|---|-------|--|
| 3–4 | <p><u>Relevance</u></p> <ul style="list-style-type: none"> • Task is generally fulfilled. • Reasonably appropriate style and register for the text type, although this may not be consistent. • Some sense of purpose and audience. <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> • Some development of content, although in places it may be incomplete or repetitive. • Content is communicated, but may lack clarity in places. | 3–4 | <p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> • Uses mainly common vocabulary, reasonably appropriately. • Uses mainly simple structures, reasonably successfully. • Reasonable level of accuracy of language. Errors may impede communication in places. • Errors may occur when using common vocabulary or simple structures. <p><u>Organisation</u></p> <ul style="list-style-type: none"> • Reasonably well organised and sequenced. • Uses some linking words and other cohesive devices, reasonably appropriately. |
| 1–2 | <p><u>Relevance</u></p> <ul style="list-style-type: none"> • Task may only be partially fulfilled. • Style and register for the text type may be inappropriate. • Insufficient sense of purpose and audience. <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> • Limited attempt to develop content, although there may be gaps, irrelevance and/or repetition. • Limited attempt to communicate content, but it lacks clarity in places. | 1–2 | <p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> • Limited use of vocabulary. • Limited use of structures. • Lack of control of language. • Meaning is often unclear. • Errors occur when using common vocabulary and simple structures. <p><u>Organisation</u></p> <ul style="list-style-type: none"> • Organisation lacks sequencing. • Limited attempt to use linking words and other cohesive devices. |
| 0 | <ul style="list-style-type: none"> • No response worthy of credit. | 0 | <ul style="list-style-type: none"> • No response worthy of credit. |