ENGLISH AS A SECOND LANGUAGE   **0511/01**

Paper 1 Reading and Writing (Core)   **For Examination from 2013**

SPECIMEN MARK SCHEME

1 hour 30 minutes

MAXIMUM MARK: 70

This document consists of **8** printed pages.

UNIVERSITY *of* CAMBRIDGE
International Examinations

[Turn over

Exercise 1   WaterAid

(a) swim
cycle / bike
run
(all three required for 1 mark)   [1]

(b) hold (own) Taste for Life event   [1]

(c) free / nothing / no cost   [1]

(d) (a range of) resources / (specially written) music and words   [1]

(e) (have to) <u>spend hours</u> / (a) <u>long time</u> searching / looking for water   [1]

(f) the pay you receive for one hour (of work)   [1]

(g) <u>find out</u> about (WaterAid) lottery / promote (WaterAid) lottery/ play (WaterAid) lottery /
Support WaterAid's vital work   [1]

[Total: 7]

Exercise 2   Six Legs Good

(a) transport (their) pollen [1]

(b) appear in sugar bowls / crawl over (our) shoes / ruin (our) picnics / sting
(any two for 1 mark) [1]

(c) (weight of) human population (is) less (than weight of ant population)
OR (weight of) ant population (is) more (than weight of human population) [1]

(d) millions of years ago / before / before humans started to walk (on two legs) [1]

(e) no leader [1]

(f) (they) capture / feed on (other) small insects
(they) remove dead (small) birds / mice / rats [2]
(they) collect it / clear it

(g) ants have not colonised it / never been there [1]

(h) (they have) evolved into thousands of shapes and sizes / (they have) evolved into different
shapes and sizes [1]

(i) <u>deadly</u> sting [1]

(j) Army (ants of South America) AND Leaf-cutter (ants of North America) [1]

[**Total: 11**]

Exercise 3   Student Application Form

Note: correct spelling is essential for 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 and delete) must be observed with total accuracy.

Section A: Personal Details
Marimin Rosales
Etna 70, Colonia Montes, Mexico City
05613 927896
17
Umberto and Bertha Rosales
0218 767432

Section B: Expedition Details
TICK   South
CIRCLE   Hostel
CIRCLE   Parent
(I would like to make a future career as an) Archaeologist

Max. total for Sections A and B: 10 marks

Section C
Max. total for Section C: 4 marks

Sentence 1: it is expected the candidate will write a sentence stating that her main interest is the study of History, or of the ancient civilisations of Mexico. This should be in the first (not third) person.

Sentence 2: it is expected the candidate will write a sentence explaining that she wants to study the ancient culture of the Mayan people. This should be in the first (not third) person.

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

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

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

0 marks: more than 3 errors of punctuation and / or spelling; and / or does not give the information asked for; and / or not a proper sentence; and / or meaning obscure.

[Total: 14]

Exercise 4   Spreading Literacy in Laos

Note: 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.

Reasons for illiteracy in rural Laos (*max 2 marks for this heading*)
1. few authors (in Lao language)
2. books expensive / hard to obtain
3. difficulty of getting books into people's hands / villages (isolated) / villages only reached by boat
4. no libraries (in villages) / children rarely have a chance to own / children rarely have a chance to hold a book

Anna Dahl's fundraising efforts (*max 2 marks for this heading*)
5. (sponsored 500 km) bike ride across Laos
6. sail along Thames in small boat
7. London Marathon (next year)
8. charity 'River Books'

Disadvantages of illiteracy (*max 3 marks for this heading*)
9. can't read (school) textbooks
10. unable to read signs / notices / instructions
11. unable to write own name / fill in forms
12. unable to send emails / text messages

[Total: 7]

Exercise 5   Literacy in Laos summary

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

[Total: 5]

Exercise 6   End-of-term performance

Exercise 7   Local food

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 at least 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 at least 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 is unlikely to gain a high mark for content.

- 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: 13]

[Total Exercise 7: 13]

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	**Effective**: • *Relevance***:** Fulfils the task, with appropriate register and a good sense of purpose and audience. *Award 7 marks***.** Fulfils the task, with appropriate register and some sense of purpose and audience. *Award 6 marks***.** • *Development of ideas:* Ideas are developed at appropriate length. Engages reader's interest.	6	**Competent**: • *Style:* Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. *Award 6 marks***.** • *Accuracy:* Generally accurate with frustrating errors. Appropriate use of paragraphing. *Award 6 marks*.
4–5	**Largely relevant**: • *Relevance***:** Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions. *Award 5 marks***.** Does not quite fulfil the task although there are some positive qualities. There may be digressions. *Award 4 marks***.** • *Development of ideas:* Material is satisfactorily developed at appropriate length.	4–5	**Satisfactory**: • *Style:* Mainly simple structures and vocabulary but sometimes attempting a wider range of language. *Award 5 marks***.** Mainly simple structures and vocabulary. *Award 4 marks***.** • *Accuracy:* Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence. *Award 5 marks***.** Meaning is generally clear. Simple structures are usually sound. Errors do not interfere with communication. Paragraphs are used but without coherence or unity. *Award 4 marks*.

2–3	**Partly relevant**:	2–3	**Errors intrude**:
	• *Relevance*: Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. ***Award 3 marks***. Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. ***Award 2 marks***. • *Development of ideas:* Supplies some detail but the effect is incomplete and repetitive.		• *Style:* Simple structures and vocabulary. • *Accuracy:* Meaning is sometimes in doubt. Frequent errors do not seriously impair communication. ***Award 3 marks***. Meaning is often in doubt. Frequent, distracting errors which slow down reading. ***Award 2 marks***.
0–1	**Little relevance**: • Very limited engagement with task, but this is mostly hidden by density of error. ***Award 1 mark***. • No engagement with the task, or any engagement with task is completely hidden by density of error. ***Award 0 marks***. • If essay is completely irrelevant, no mark can be given for language.	0–1	**Hard to understand**: • Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. ***Award 1 mark.*** • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. ***Award 0 marks.***