



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

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**ENGLISH AS A SECOND LANGUAGE**

**0511/02**

Paper 2 Reading and Writing (Extended)

**For Examination from 2015**

SPECIMEN MARK SCHEME

**2 hours**

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**MAXIMUM MARK: 90**

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The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

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This document consists of **9** printed pages and **1** blank page.

**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) spend hours / (a) long time searching / looking for water [1]
- (f) the pay you receive for one hour (of work) [1]
- (g) find out about (WaterAid) lottery / promote (WaterAid) lottery / play (WaterAid) lottery / Support WaterAid's vital work [1]
- (h) auction / sell the presents  
sell numbered tickets to win a cream cake / prize [2]

**[Total: 9]**

**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 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  
(they) collect it / clear it [2]
- (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) deadly sting [1]
- (j) Army (ants of South America) AND Leaf-cutter (ants of North America) [1]
- (k) 1. (ordinary) females as workers, soldiers or caretakers  
2. (females as) queens reproducing the species  
3. scouts finding / searching for (sources of) food / new homes  
4. males / drones fertilising (the queen's) eggs  
(category of ant and correct detail of what it does are required for 1 mark) [4]

**[Total: 15]**

### Exercise 3 Treasure Trove Claim 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 of Claimant

Vikram Nagabhushanam

(No.)1047 Poonamallee High Road, Chennai 600 030, South India

05923 76618      DELETE Home

Electrician

#### SECTION B: Details of Claim

Lady's gold watch      Estimated value: \$2000

Marina Beach

TICK    12 to 18 months ago

handed it in to the (city) police (station)

(small) brass compass

(sailor's) pocket knife (with sharpened steel blade)

#### SECTION C: Supporting Evidence

(i) (Mr) Krishna Menon	krishnamenon@brindavan.vsnl.in	CIRCLE: Employer
(ii) (Miss) Jyoti Desai	jyodes@hotmail.com	CIRCLE: Friend

#### SECTION D

This sentence should be in the first (not third) person.

##### SAMPLE SENTENCE

I intend to sell the watch and have the roof of my hostel replaced because it is leaking.

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

- 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 or more than 20 words.

*Absence of a full stop should be considered as 1 punctuation error.*

*Absence of an upper case letter at the beginning should be considered as 1 punctuation error.*

**[Total: 8]**

**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 9.*

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

**Reasons for illiteracy in rural Laos (max 3 marks for this heading)**

- few authors (in Lao language)
- books expensive / hard to obtain
- difficult to get books into people's hands / villages (isolated) / villages only reached by boat
- no libraries (in villages) / children rarely have a chance to own a book / children rarely have a chance to hold a book

**Anna Dahl's fundraising efforts (max 3 marks for this heading)**

- charity "River Books"
- (sponsored 500 km) bike ride across Laos
- sail along Thames in small boat
- London Marathon (next year)

**Disadvantages of illiteracy (max 3 marks for this heading)**

- cannot read (school) textbooks
- unable to read signs / notices / instructions
- unable to write own name / fill in forms
- unable to send e-mails / text messages

**[Total: 9]**

**Exercise 5 The art of studying overseas****Content (up to 6 marks)****Advice about before going to another country**

- 1 speak to / phone students who have been to the country
- 2 ask what clothes to take
- 3 ask about food / eating habits
- 4 make study and travel / sightseeing plans

**Advice about after getting there**

- 5 learn the (local) language
- 6 go out to meetings / parties
- 7 contact fellow student(s) from your own country
- 8 visit most important (but not all) tourist sites
- 9 don't spend too much time in museums
- 10 don't spend too much time with visitors from home
- 11 don't worry / don't be discouraged / remain confident in your ability

**Language (up to 5 marks)**

- 5 marks:** good, concise summary style / very good attempt to use own words and to organise and sequence points cohesively
- 4 marks:** good attempt to use own words and to organise and sequence points cohesively / generally good control of language
- 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
- 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
- 1 mark:** copying without discrimination from text / multiple language inaccuracies
- 0 marks:** no understanding of the task / no relevant content / meaning completely obscure due to serious language inaccuracies

**[Total: 11]**

**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 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: 19]

[Total Exercise 7: 19]

## GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (EXTENDED)

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> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. <b>Award 10 marks.</b></p> <p>Fulfils the task, with consistently appropriate register and very good sense of purpose and audience. <b>Award 8/9 marks.</b></p> <p><b>Development of ideas:</b> Original, well-developed ideas. Quality is sustained. Outstanding. <b>Award 10 marks.</b></p> <p>Shows some independence of thought. Ideas are well developed, at appropriate length and convincing. The interest of the reader is sustained. <b>Award 9 marks.</b></p> <p>Ideas are well developed and at appropriate length. Enjoyable to read. <b>Award 8 marks.</b></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. <b>Award 9 marks.</b></p> <p>A range of language, idiom and tenses. <b>Award 8 marks.</b></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> Fulfils the task, with appropriate register and a good sense of purpose and audience. <b>Award 7 marks.</b></p> <p>Fulfils the task, with appropriate register and some sense of purpose and audience. <b>Award 6 marks.</b></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. <b>Award 7 marks.</b></p> <p>Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. <b>Award 6 marks.</b></p> <p><b>Accuracy:</b> Mostly accurate apart from minor errors which may include infrequent spelling errors. Good use of paragraphing and linking words. <b>Award 7 marks.</b></p> <p>Generally accurate with frustrating errors. Appropriate use of paragraphing. <b>Award 6 marks.</b></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. <b>Award 5 marks.</b></p> <p>Does not quite fulfil the task although there are some positive qualities. There may be digressions. <b>Award 4 marks.</b></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. <b>Award 5 marks.</b></p> <p>Mainly simple structures and vocabulary. <b>Award 4 marks.</b></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. <b>Award 5 marks.</b></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. <b>Award 4 marks.</b></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. <b>Award 3 marks.</b></p> <p>Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. <b>Award 2 marks.</b></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. <b>Award 3 marks.</b></p> <p>Meaning is often in doubt. Frequent, distracting errors which slow down reading. <b>Award 2 marks.</b></p>
0–1	<p><b>Little relevance:</b></p> <p>Very limited engagement with task, but this is mostly hidden by density of error. <b>Award 1 mark.</b></p> <p>No engagement with the task or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b></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. <b>Award 1 mark.</b></p> <p>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. <b>Award 0 marks.</b></p>

