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0511/11

May/June 2019

1 hour 30 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** allowed.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

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

This document consists of **13** printed pages and **3** blank pages.

Exercise 1

Read the article about a chef who works in Antarctica, and then answer the following questions.

Cooking on ice

Jennifer Doyle is a chef in one of the world's remotest places. She works at the Casey Research Station in Antarctica, where she's in charge of feeding the scientists who work there. 'It's such a fascinating environment. Lots of my colleagues comment on the night skies, which are full of light. But for me it's the colours of the landscape that stand out. People think everything is white but actually there's an amazing range.'

Three years ago, Jennifer worked as Head Chef for a multinational company, preparing business lunches and party food. 'The job was good but I was bored. I'd been looking at job adverts in catering magazines but hadn't seen anything interesting.' Then, a colleague told her about an advert for chefs to work in Antarctica, so she applied. Her application was successful, on the condition that she could pass a medical test. 'I didn't have any doubts about accepting. I wanted to go straightaway!'

During Antarctic winters, which last from February to December, the research station is completely cut off from the outside world by ice. A ship arrives at the end of January with supplies for the winter. Once it leaves, the sea freezes and the staff are on their own until December. 'I can't pop out to the supermarket – the nearest is 2000 miles away in Chile! But that's not as big a problem as working out how much food to order. That's the biggest challenge for me.'

Jennifer believes that being a chef in Antarctica is not just about cooking food. 'Food is very powerful and can have a big effect on people's mood. Preparing meals that make them feel better is one of the most rewarding aspects of my job.' And while other chefs might feel limited by a narrow range of ingredients, Jennifer doesn't. 'This job gives me a fantastic opportunity to be creative, as I have to come up with ideas for meals using only the ingredients I have.' The fruit and vegetables only last a few months, and when they run out people start to dream about fresh food like oranges, according to Jennifer. 'One year, people started keeping apples to trade with each other and these became quite a valuable currency.'

Winter temperatures reach minus 50 degrees Celsius, and when the wind blows it can feel even colder. Jennifer remembers when she first arrived. 'I stepped outside but hadn't put on my protective glasses. Within minutes, my eyes started to freeze so I had to get back inside quickly! I'd been so busy planning a menu, I just didn't remember to put them on – I won't make that mistake again!' For Jennifer, however, the cold is all part of the attraction of being in Antarctica. She accepts that some people find such low temperatures difficult but says there are things they can do to help. 'If you go to bed cold, you tend to stay cold, so try to do some exercise before getting into bed. This might sound strange but it can really make a difference.' Another of her useful tips is to put your clothes in the bed the night before so they're not so cold when you put them on the next morning.

So would she go back to a normal job? 'Not at the moment, although sometimes I dream about relaxing in a hot bath. We're only allowed a two-minute daily shower, as every drop of water has to be dug from the ice and melted. Overall though, it's great. There isn't much to spend my salary on, so I'm saving lots of money for the future!'

- 1 How did Jennifer first find out about the job?
..... [1]
- 2 What did Jennifer have to do in order to accept the job offer?
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- 3 When is food delivered to the research station?
..... [1]
- 4 What does Jennifer find most difficult about her job?
..... [1]
- 5 Which food did staff use to exchange for other things?
..... [1]
- 6 Why did Jennifer forget to wear glasses one day?
..... [1]
- 7 What advice does Jennifer give for keeping warm inside the research station? Give **two** details.
.....
..... [2]
- 8 What does Jennifer miss?
..... [1]

[Total: 9]

Exercise 2

Read the reviews of three websites (**A – C**) that teach people to play the guitar. Then answer Question 9 (**a**) – (**h**).

Best websites for learning how to play the guitar

Reviewed by Guitar Magazine's Dave Garner

A guitarhome.com

Many of the good things about other websites for learning how to play the guitar are also true of guitarhome.com – after all, competition is strong, so they generally have similar features. One thing that stands out about this one is the site's Hub Learning technique, which takes you through the basics to an intermediate level in an effective way. If you're just starting out, you'll be playing simple solos in no time, but if you can already do this, other sites might be more useful. The ability to download video content to your computer is useful, and the lessons themselves are great, but they don't try to include too much at once. Another thing that's good is the free trial. Go to the website, fill in your email address, and start learning! One word of warning – you'll be sent lots of emails advertising the lessons, but this is understandable since the more people who choose to sign up and pay a monthly fee, the more they can keep delivering a high-quality service.

B jerrysguitars.com

This website has fans from all over the world. There's a long list of song options to choose from, and you're sure to find your favourite. The free lessons teach everything from the basic notes to impressive solos, and the enthusiasm shown by tutor Jerry makes learning a pleasure. So just select the song you want to learn, and watch the lesson. The site is well-organised so it's easy to find what you want. For example, if you want to focus on advanced technique, there's a section for that, and there are also lessons for those with some previous experience. Although perhaps there's less information in the beginner lessons than you would get from sites you pay for, it's still worth a look.

C easyguitar.com

This is one of the biggest guitar lesson websites around, and has all the top-quality features you'd expect. There are over 5000 lessons, so whatever your taste in music, you'll find it here. Members are really happy with the service – any negative comments are generally to complain that lessons aren't free. But considering what you get, \$6.99 a month seems reasonable. Learning with easyguitar.com is fun, and you'll see big improvements no matter how experienced you are. A highlight of this site is that you can video-chat online with instructors from the comfort of your home. There are also lessons recorded by some famous guitarists, which show the techniques used in some of music's most well-known songs, although these will probably be of more practical use for advanced players. The organisation of the beginner's section is a bit complicated, with many choices to make and different teachers. But once you've found your way around the site, you'll love discovering new and unexpected styles from all over the world.

9 For each question write the correct letter A, B or C on the line.

Which review ...

- (a) describes a service which allows learners to speak directly with teachers? [1]
- (b) compares the amount of content in lessons with websites which are not free? [1]
- (c) suggests that the site may not be suitable for more experienced players? [1]
- (d) suggests that the number of options on the website for new players may be confusing? [1]
- (e) remarks on the positive effect of the teacher's personality? [1]
- (f) comments that the lessons contain an appropriate amount of information? [1]
- (g) mentions that guitar players of all levels will make progress? [1]
- (h) comments that it is acceptable for the site to encourage membership? [1]

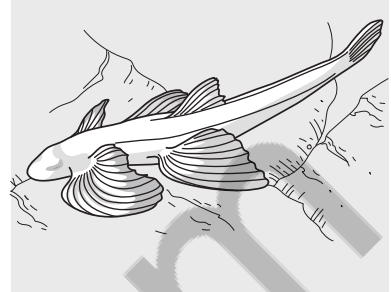
[Total: 8]

Exercise 3

Read the article about the discovery of a new type of fish, and then complete the notes.

The discovery of an important little fish

When Dr. Brooke Flammang first watched a video of a new fish that had recently been discovered in Thailand, she couldn't believe what she was seeing. The fish was walking. But it wasn't the walking that amazed her: Dr. Flammang is a scientist who studies the way fish move, so she's used to seeing fish that appear to 'walk' over rocks or through fast, flowing water. It was *how* the fish was walking that surprised her. While any other so-called walking fish jumps or slides forward using its tail, this new fish uses its four fins to walk. In fact, it walks exactly like a land animal with four legs, and she knew this was very unusual. She was amazed, and knew straightaway that the discovery could be significant as it would offer scientists a fantastic opportunity to gather information about why the fish moves in this unique way.



The fish, which is pink and has no eyes, has only been found in eight caves in Thailand. It was filmed by a team of scientists working there, so Dr. Flammang contacted them to ask how she could get hold of one of the blind cave fish for her research. It turned out that only around 2000 exist in the wild, so researching them was not going to be straightforward.

However, Dr. Flammang was determined to further investigate the behaviour of the newly discovered fish. She had observed in the video how the fish walks and knew that this was very unusual. But more crucially, she believed that the fish might show us what life on Earth looked like 400 million years ago. This was when living creatures moved from the oceans to the land. Since she was not allowed to remove the fish from the caves, she had to come up with a new way of observing them.

First, she requested help from a Thai scientist, Dr. Apinun Suvarnaraksha. Dr. Suvarnaraksha needed to obtain special permission from the Thai government to examine the new fish and film more detailed videos of it in the caves. These videos provided Dr. Flammang with more examples of its unusual behaviour. 'Amazingly, the videos showed that this fish climbs waterfalls using its body to grip the rock. Previously I'd only seen 'walking fish' doing this using the force of the water to swim up the waterfall,' Dr. Flammang explained.

As well as filming new videos, Dr. Suvarnaraksha was able to produce a detailed image of the inside of the new fish. This showed that some of its bones were similar to those of land animals. 'It seems that the fish's skeleton is designed so that it keeps its tail straight as it walks, which is unlike the typical tail movement of other 'walking fish'. It really is exciting – this little fish might help us understand how living creatures first learned to walk! And without the help of Dr. Suvarnaraksha, we never would have made these discoveries,' said Dr. Flammang.

Dr. Flammang believes that her experience is an example of how working in international teams and using technology can bring great research results for scientists. 'Our next goal is to find out whether they are our earliest living ancestors. We've come up with really exciting results so far.'

You are going to give a talk about the discovery of the new fish to your class at school.

Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

10 How this newly discovered fish behaves differently from other 'walking fish':

-
-
- [3]

11 What scientists might learn from the discovery of this new fish:

-
- [2]

12 Why it was difficult for scientists to study this new fish:

-
- [2]

[Total: 7]

Exercise 4

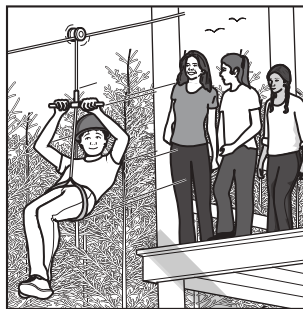
- 13** Read the article about a teenager's day trip to Treetop World, an adventure park in the forest where people can climb high in the trees.

Write a summary about the advice given to people who are planning to go to Treetop World.

Your summary should be about 80 words long (and no more than 90 words long). You should use your own words as far as possible.

You will receive up to 6 marks for the content of your summary and up to 6 marks for the style and accuracy of your language.

Adventure in the trees



I loved climbing trees as a child, so for my birthday last weekend my friends knew exactly where to take me – a day out to Treetop World! The only way to describe Treetop World is an adventure park high in the forest. You experience climbing and swinging across the treetops on ropes and ladders, all in a safe environment with expert guides to help.

Our tickets were booked for 14:00, but I'd definitely recommend arriving early. This is a good idea as you can watch the people already climbing high in the trees. It looked a bit scary but lots of fun, although one man dropped his phone onto the ground below. Obviously, it's a good idea to put your belongings into a zipped pocket! And if possible leave anything valuable at home.

At 14:00 our guide, Jed, gave us our safety talk, which everyone has to attend. It included some useful tips. He made the talk entertaining, and when I was up in the trees feeling slightly nervous, I was glad I remembered what he'd said. So listen carefully to your guide – you won't regret it.

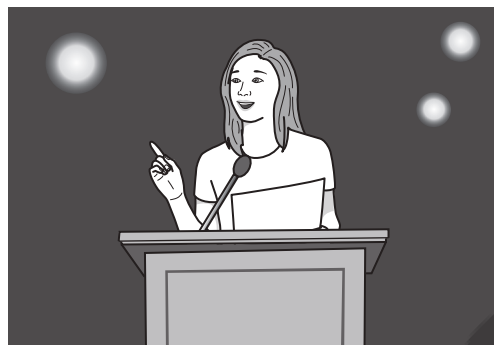
To get up in the trees, we had to climb a 150-metre ladder to the first platform. I was chosen as the first person to swing across to the next branch. I felt unsure, but took a deep breath and stepped forwards. Suddenly I was rushing through the air like a bird, landing safely at the next tree. I loved it!

The course is easy at first and gets more challenging, but my confidence increased as I got used to the equipment. Guides monitor you from the forest floor, so if you get a little scared or have a question, just ask them for help.

After two hours swinging in the trees, we were covered in dust! One thing I'd suggest is wearing clothes you don't mind getting dirty. And the park remains open even in the rain, so you might want to bring a waterproof jacket. We returned home after a great day out, feeling exhausted but very happy!

[Total: 12]

Exercise 5



- 14** Last month, you won a competition to meet a famous person. Yesterday, you finally met them.

Write an email to a friend telling them about this.

In your email, you should:

- explain what you had to do to win the competition
- describe your meeting with the famous person
- say how you felt after meeting this person.

The pictures above may give you some ideas, and you can also use some ideas of your own.

Your email should be between 100 and 150 words long.

You will receive up to 6 marks for the content of your email, and up to 6 marks for the language used.

basexcel.com

Exercise 6

- 15** In class you have been discussing whether it is important for all students to have music lessons at school.

Here are some comments from your classmates:

There are more important things to do at school.

Music isn't useful for what I want to do in life.

Well, I like the chance to do something creative.

I think I improve in my other subjects as a result.

Write an article for your teacher, giving your views.

The comments above may give you some ideas, and you can also use some ideas of your own.

Your article should be between 100 and 150 words long.

You will receive up to 6 marks for the content of your article, and up to 6 marks for the language used.

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0511/21

May/June 2019

2 hours

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Jennifer believes that being a chef in Antarctica is not just about cooking food. 'Food is very powerful and can have a big effect on people's mood. Preparing meals that make them feel better is one of the most rewarding aspects of my job.' And while other chefs might feel limited by a narrow range of ingredients, Jennifer doesn't. 'This job gives me a fantastic opportunity to be creative, as I have to come up with ideas for meals using only the ingredients I have.' The fruit and vegetables only last a few months, and when they run out people start to dream about fresh food like oranges, according to Jennifer. 'One year, people started keeping apples to trade with each other and these became quite a valuable currency.'

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So would she go back to a normal job? 'Not at the moment, although sometimes I dream about relaxing in a hot bath. We're only allowed a two-minute daily shower, as every drop of water has to be dug from the ice and melted. Overall though, it's great. There isn't much to spend my salary on, so I'm saving lots of money for the future!'

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..... [1]
- 7 What advice does Jennifer give for keeping warm inside the research station? Give **two** details.
.....
..... [2]
- 8 What does Jennifer miss?
..... [1]
- 9 What does Jennifer like about living and working in Antarctica? Give **four** details.
.....
.....
.....
..... [4]

[Total: 13]

Exercise 2

Read the reviews of four websites (**A – D**) that teach people to play the guitar. Then answer Question 10 (**a**) – (**j**).

Best websites for learning how to play the guitar

Reviewed by Guitar Magazine's Dave Garner

A guitarhome.com

Many of the good things about other websites for learning how to play the guitar are also true of guitarhome.com – after all, competition is strong, so they generally have similar features. One thing that stands out about this one is the site's Hub Learning technique, which takes you through the basics to an intermediate level in an effective way. If you're just starting out, you'll be playing simple solos in no time, but if you can already do this, other sites might be more useful. The ability to download video content to your computer is useful, and the lessons themselves are great, but they don't try to include too much at once. Another thing that's good is the free trial. Go to the website, fill in your email address, and start learning! One word of warning – you'll be sent lots of emails advertising the lessons, but this is understandable since the more people who choose to sign up and pay a monthly fee, the more they can keep delivering a high-quality service.

B guitarband.com

What's great about guitarband.com is that you learn from the best. For a monthly fee, you can access video lessons, although unfortunately these can't be downloaded, which would be more helpful for users. However, you can also pay more to sign up with a specific teacher – a real bonus for those who learn best from individual private instruction. Choose the type of guitar you want to play (acoustic, electric etc.) and style you want to learn (rock, blues, jazz etc.). You then record videos of you playing and send them to your teacher, and they give advice by video message for you to listen to as often as you like. The teachers are some of the world's top guitarists – I chose the 'Rock Guitar' course from Paul Henson, from River. As well as being an amazing guitarist, he was a great tutor, which I wasn't expecting – celebrities sometimes promote services just for money, after all.

C jerrysguitars.com

This website has fans from all over the world. There's a long list of song options to choose from, and you're sure to find your favourite. The free lessons teach everything from the basic notes to impressive solos, and the enthusiasm shown by tutor Jerry makes learning a pleasure. So just select the song you want to learn, and watch the lesson. The site is well-organised so it's easy to find what you want. For example, if you want to focus on advanced technique, there's a section for that, and there are also lessons for those with some previous experience. Although perhaps there's less information in the beginner lessons than you would get from sites you pay for, it's still worth a look.

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10 For each question write the correct letter A, B, C or D on the line.

Which review ...

- (a) describes a service which allows learners to speak directly with teachers? [1]
- (b) compares the amount of content in lessons with websites which are not free? [1]
- (c) suggests that the site may not be suitable for more experienced players? [1]
- (d) suggests that the number of options on the website for new players may be confusing? [1]
- (e) mentions a feature that they feel could improve the site? [1]
- (f) remarks on the positive effect of the teacher's personality? [1]
- (g) comments that the lessons contain an appropriate amount of information? [1]
- (h) mentions that guitar players of all levels will make progress? [1]
- (i) admits that they were surprised by the quality of the teaching on the site? [1]
- (j) comments that it is acceptable for the site to encourage membership? [1]

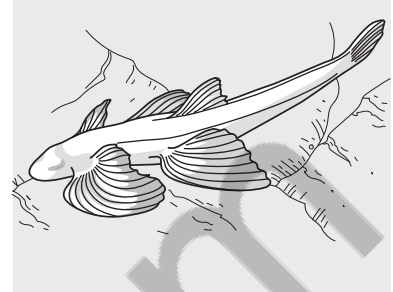
[Total: 10]

Exercise 3

Read the article about the discovery of a new type of fish, and then complete the notes.

The discovery of an important little fish

When Dr. Brooke Flammang first watched a video of a new fish that had recently been discovered in Thailand, she couldn't believe what she was seeing. The fish was walking. But it wasn't the walking that amazed her: Dr. Flammang is a scientist who studies the way fish move, so she's used to seeing fish that appear to 'walk' over rocks or through fast, flowing water. It was how the fish was walking that surprised her. While any other so-called walking fish jumps or slides forward using its tail, this new fish uses its four fins to walk. In fact, it walks exactly like a land animal with four legs, and she knew this was very unusual. She was amazed, and knew straightaway that the discovery could be significant as it would offer scientists a fantastic opportunity to gather information about why the fish moves in this unique way.



The fish, which is pink and has no eyes, has only been found in eight caves in Thailand. It was filmed by a team of scientists working there, so Dr. Flammang contacted them to ask how she could get hold of one of the blind cave fish for her research. It turned out that only around 2000 exist in the wild, so researching them was not going to be straightforward.

However, Dr. Flammang was determined to further investigate the behaviour of the newly discovered fish. She had observed in the video how the fish walks and knew that this was very unusual. But more crucially, she believed that the fish might show us what life on Earth looked like 400 million years ago. This was when living creatures moved from the oceans to the land. Since she was not allowed to remove the fish from the caves, she had to come up with a new way of observing them.

First, she requested help from a Thai scientist, Dr. Apinun Suvarnaraksha. Dr. Suvarnaraksha needed to obtain special permission from the Thai government to examine the new fish and film more detailed videos of it in the caves. These videos provided Dr. Flammang with more examples of its unusual behaviour. 'Amazingly, the videos showed that this fish climbs waterfalls using its body to grip the rock. Previously I'd only seen 'walking fish' doing this using the force of the water to swim up the waterfall,' Dr. Flammang explained.

As well as filming new videos, Dr. Suvarnaraksha was able to produce a detailed image of the inside of the new fish. This showed that some of its bones were similar to those of land animals. 'It seems that the fish's skeleton is designed so that it keeps its tail straight as it walks, which is unlike the typical tail movement of other 'walking fish'. It really is exciting – this little fish might help us understand how living creatures first learned to walk! And without the help of Dr. Suvarnaraksha, we never would have made these discoveries,' said Dr. Flammang.

Dr. Flammang believes that her experience is an example of how working in international teams and using technology can bring great research results for scientists. 'Our next goal is to find out whether they are our earliest living ancestors. We've come up with really exciting results so far.'

You are going to give a talk about the discovery of the new fish to your class at school.

Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

11 How this newly discovered fish behaves differently from other 'walking fish':

-
-
- [3]

12 What scientists might learn from the discovery of this new fish:

-
-
- [3]

13 Why it was difficult for scientists to study this new fish:

-
-
- [3]

[Total: 9]

Exercise 4

14 Read the article about intelligence.

Write a summary about how to improve your intelligence, and how to appear more intelligent to other people.

Your summary should be about 100 words long (and no more than 120 words long). You should use your own words as far as possible.

You will receive up to 8 marks for the content of your summary and up to 8 marks for the style and accuracy of your language.

How smart are you?

We often talk about how smart some people are. But what does that even mean? And have you ever wondered if there's a way of making yourself smarter? If so, read on for some thoughts on what intelligence is, and for some simple ways of making your brain work a little bit harder.

There is a popular belief that most people only use around 10% of their brains, although this is not actually the case. And anyway, intelligence is not measured by how much of a person's brain they are using, but what they are using it for.

So, what does 'being smart' mean? If you think it means being able to do a specific task better than you could before, then there's very little doubt that doing something like number puzzles will indeed help. There is also a lot of research which demonstrates the benefits of treating your brain like any other part of your body – this means doing plenty of exercise and having a healthy diet. For example, studies on mice have shown that it wasn't mentally stimulating activities which lead to the biggest improvements – it was actually running. Rather surprisingly, another recent study showed that making changes to your clothing might help: wearing a white lab coat, which is typically associated with intelligent professionals such as scientists and doctors, boosted people's performance on certain tests.

If you simply want to give other people the impression that you are smarter than you actually are, then speaking confidently tends to have that effect, as does smiling while you are talking. Psychologists will give you all sorts of other suggestions, one of which is wearing glasses. Another recent experiment even showed that people who use a middle initial are thought to be smarter: 'David F Clark' was rated as more intelligent than 'David Clark', while 'David F P R Clark' did even better.

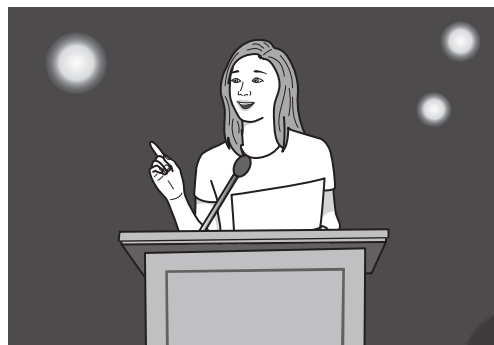
Many researchers believe that getting smarter doesn't just mean improving your brainpower. Once you're good at number puzzles, of course you can do them faster, but does that help you in any other way? What matters more is what is known as 'fluid intelligence' – the general ability to manipulate information, solve problems and come up with new ideas. And an effective way to achieve this, according to scientists, is to do something that you're not good at, something that you find uncomfortably difficult.

Another question that researchers have focused on is whether technology can make us smarter, or if it has the opposite effect instead. The answer is that it depends. What everyone agrees on, however, is that if you use it to expose yourself to complex new material, it will certainly help to develop your brainpower. Instead of going quickly from one topic to another on the internet, pick one subject and go into it in depth.

What are you waiting for? Try out these tips and see how much smarter you can appear, or even become!

basexcel.com

Exercise 5



- 15** Last month, you won a competition to meet a famous person. Yesterday, you finally met them.

Write an email to a friend telling them about this.

In your email, you should:

- explain what you had to do to win the competition
- describe your meeting with the famous person
- say how you felt after meeting this person.

The pictures above may give you some ideas, and you can also use some ideas of your own.

Your email should be between 150 and 200 words long.

You will receive up to 8 marks for the content of your email, and up to 8 marks for the language used.

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Exercise 6

- 16** In class you have been discussing whether it is important for all students to have music lessons at school.

Here are two comments from your classmates:

There are more important things to do at school.

I think I improve in my other subjects as a result.

Write an article for your teacher, giving your views.

The comments above may give you some ideas, and you can also use some ideas of your own.

Your article should be between 150 and 200 words long.

You will receive up to 8 marks for the content of your article, and up to 8 marks for the language used.

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0511/31

May/June 2019

Approx. 40 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** permitted.

The number of marks is given in brackets [] at the end of each question or part question.

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

This document consists of **7** printed pages and **1** blank page.

Exercise 1

You will hear four short recordings. Answer each question on the line provided. Write no more than **three words**, or a **number**, for each answer.

You will hear each recording twice.

- 1 (a) Which is the woman's favourite picture?

..... [1]

- (b) Who is the man going to send the postcard to?

..... [1]

- 2 (a) Where will the college party take place?

..... [1]

- (b) How much will each ticket cost?

..... [1]

- 3 (a) Which talk do the students decide to go to?

..... [1]

- (b) What is the girl going to do next?

..... [1]

- 4 (a) What does the author need to decide before she starts writing a new book?

..... [1]

- (b) Where does the author prefer to write?

..... [1]

[Total: 8]

Exercise 2

- 5 You will hear a teacher giving a talk about an exhibition on Australian history. Listen to the talk and complete the details below. Write **one** or **two words** only in each gap.

You will hear the talk twice.

Australia exhibition

It's on until the end of

It's about the history of Aboriginal people.

Objects on show

- A water container, made of
- used as tools for working on the land
- Bags used for carrying items for trade:
 - more recent examples of these were made of
 - away from the coast, was traded more than anything else
- Art:
 - a drawing of a fish – in which its can be seen
 - modern paintings by Aboriginal artists, based on , which is a traditional form of art
 - part of one painting appears on the country's

[8]

Exercise 3

- 6 You will hear six people talking about making decisions. For each of speakers 1 to 6, choose from the list, **A** to **G**, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear the recordings twice.

- | | | |
|-----------|--------------------------|----------------------------------------------------------------|
| Speaker 1 | <input type="checkbox"/> | A I changed my mind at the last minute. |
| Speaker 2 | <input type="checkbox"/> | B I talked it through with a close friend. |
| Speaker 3 | <input type="checkbox"/> | C I made up my mind immediately. |
| Speaker 4 | <input type="checkbox"/> | D I got advice from someone whose opinion I respected. |
| Speaker 5 | <input type="checkbox"/> | E I wrote down the pros and cons to help me decide. |
| Speaker 6 | <input type="checkbox"/> | F I was still unsure even after I had made my decision. |
| | | G I was influenced by another person's decision. |

[6]

[Total: 6]

Please turn over for Exercise 4.

Exercise 4

- 7 You will hear a radio presenter talking to a student called Josie who helps to produce a school newspaper. Listen to the interview and look at the questions. For each question, choose the correct answer, **A**, **B** or **C**, and put a tick (✓) in the appropriate box.

You will hear the interview twice.

- (a) The editor of the school newspaper has to decide

- | | | |
|---------------------------------------|--------------------------|-----|
| A what topics to cover. | <input type="checkbox"/> | |
| B how to arrange the contents. | <input type="checkbox"/> | |
| C which pictures to include. | <input type="checkbox"/> | [1] |

- (b) What was the hardest part about starting to produce the newspaper?

- | | | |
|-----------------------------------------------------|--------------------------|-----|
| A finding enough equipment to use | <input type="checkbox"/> | |
| B finding a room for the team to meet in | <input type="checkbox"/> | |
| C finding a teacher to supervise the project | <input type="checkbox"/> | [1] |

- (c) How do they get money to produce the newspaper?

- | | | |
|-------------------------------------------|--------------------------|-----|
| A from a professional organisation | <input type="checkbox"/> | |
| B from the school budget | <input type="checkbox"/> | |
| C from advertising | <input type="checkbox"/> | [1] |

- (d) What is their most successful technique for attracting readers?

- | | | |
|---------------------------------------------------|--------------------------|-----|
| A printing people's names in the newspaper | <input type="checkbox"/> | |
| B including lots of fun activities | <input type="checkbox"/> | |
| C using memorable headlines | <input type="checkbox"/> | [1] |

- (e) Which topics does Josie prefer to write about?

- | | | |
|----------------------------|--------------------------|-----|
| A school activities | <input type="checkbox"/> | |
| B local issues | <input type="checkbox"/> | |
| C personal stories | <input type="checkbox"/> | [1] |

(f) Why did Josie originally get involved with the school newspaper?

- A** to fill her spare time
- B** to get writing practice
- C** to gain useful experience

☐
☐
☐

[1]

(g) What has Josie gained most from editing the school newspaper?

- A** what responsibility means
- B** the value of teamwork
- C** how to manage people

☐
☐
☐

[1]

(h) Who will choose the next editor?

- A** the current team
- B** the readers
- C** the head teacher

☐
☐
☐

[1]

[Total: 8]

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0511/41

May/June 2019

Approx. 50 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** permitted.

The number of marks is given in brackets [] at the end of each question or part question.

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

This document consists of **9** printed pages and **3** blank pages.

Exercise 1

You will hear four short recordings. Answer each question on the line provided. Write no more than **three words**, or a **number**, for each answer.

You will hear each recording twice.

- 1 (a) Which is the woman's favourite picture?

..... [1]

- (b) Who is the man going to send the postcard to?

..... [1]

- 2 (a) Where will the college party take place?

..... [1]

- (b) How much will each ticket cost?

..... [1]

- 3 (a) Which talk do the students decide to go to?

..... [1]

- (b) What is the girl going to do next?

..... [1]

- 4 (a) What does the author need to decide before she starts writing a new book?

..... [1]

- (b) Where does the author prefer to write?

..... [1]

[Total: 8]

Exercise 2

- 5 You will hear a teacher giving a talk about an exhibition on Australian history. Listen to the talk and complete the details below. Write **one** or **two words** only in each gap.

You will hear the talk twice.

Australia exhibition

It's on until the end of

It's about the history of Aboriginal people.

Objects on show

- A water container, made of
- used as tools for working on the land
- Bags used for carrying items for trade:
 - more recent examples of these were made of
 - away from the coast, was traded more than anything else
- Art:
 - a drawing of a fish – in which its can be seen
 - modern paintings by Aboriginal artists, based on , which is a traditional form of art
 - part of one painting appears on the country's

[8]

Exercise 3

- 6 You will hear six people talking about making decisions. For each of speakers 1 to 6, choose from the list, **A** to **G**, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear the recordings twice.

- | | | |
|-----------|--------------------------|----------------------------------------------------------------|
| Speaker 1 | <input type="checkbox"/> | A I changed my mind at the last minute. |
| Speaker 2 | <input type="checkbox"/> | B I talked it through with a close friend. |
| Speaker 3 | <input type="checkbox"/> | C I made up my mind immediately. |
| Speaker 4 | <input type="checkbox"/> | D I got advice from someone whose opinion I respected. |
| Speaker 5 | <input type="checkbox"/> | E I wrote down the pros and cons to help me decide. |
| Speaker 6 | <input type="checkbox"/> | F I was still unsure even after I had made my decision. |
| | | G I was influenced by another person's decision. |

[6]

[Total: 6]

Please turn over for Exercise 4.

Exercise 4

- 7 You will hear a radio presenter talking to a student called Josie who helps to produce a school newspaper. Listen to the interview and look at the questions. For each question, choose the correct answer, **A**, **B** or **C**, and put a tick (✓) in the appropriate box.

You will hear the interview twice.

- (a) The editor of the school newspaper has to decide

- A** what topics to cover.
B how to arrange the contents.
C which pictures to include.

☐
☐
☐

[1]

- (b) What was the hardest part about starting to produce the newspaper?

- A** finding enough equipment to use
B finding a room for the team to meet in
C finding a teacher to supervise the project

☐
☐
☐

[1]

- (c) How do they get money to produce the newspaper?

- A** from a professional organisation
B from the school budget
C from advertising

☐
☐
☐

[1]

- (d) What is their most successful technique for attracting readers?

- A** printing people's names in the newspaper
B including lots of fun activities
C using memorable headlines

☐
☐
☐

[1]

- (e) Which topics does Josie prefer to write about?

- A** school activities
B local issues
C personal stories

☐
☐
☐

[1]

(f) Why did Josie originally get involved with the school newspaper?

- A to fill her spare time
- B to get writing practice
- C to gain useful experience

☐
☐
☐

[1]

(g) What has Josie gained most from editing the school newspaper?

- A what responsibility means
- B the value of teamwork
- C how to manage people

☐
☐
☐

[1]

(h) Who will choose the next editor?

- A the current team
- B the readers
- C the head teacher

☐
☐
☐

[1]

[Total: 8]

Exercise 5

- 8 (A) You will hear a psychology tutor giving a talk about studying the way children play. Listen to the talk and complete the notes in Part A. Write **one word** only in each gap.

You will hear the talk twice.

Studying how children play

A group of psychologists are setting up a research centre to study play.

People know that play is important but there is very little to support this idea.

The researchers want to investigate:

- whether giving too much affects children's development
- how the amount of in lessons affects children's development
- how type of play can reduce in the playground.

The researchers will mainly gather information on play by of children.

[5]

- (B) Now listen to a conversation between two students about their psychology project on child development, and complete the sentences in Part B. Write **one word** only in each gap.

You will hear the conversation twice.

Psychology project – notes

The psychologist Piaget described the stages of cognitive development in children – which is their ability to think and understand.

1st stage:

One-year-old children are starting to learn that objects are

They have the to do something.

2nd stage:

They begin to recognise certain features of objects.

3rd stage:

They start to understand a concept called

4th stage:

They are able to understand ideas.

Other psychologists think development may be due to increasing memory

[5]

[Total: 10]

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ENGLISH AS A SECOND LANGUAGE**0511/11**

Paper 1 Reading and Writing (Core)

May/June 2019

MARK SCHEME

Maximum Mark: 60

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 May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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

This document consists of **10** 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 **Core** 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

Exercise 1

Question	Answer	Marks
1	colleague (told her about an advert)	1
2	pass a medical (test)	1
3	(at the end of) January	1
4	(working out) how much food to order	1
5	apple(s)	1
6	(she'd been) busy planning a menu	1
7	Award 1 mark for each detail up to a maximum 2 marks: do exercise before getting into bed put your clothes in the bed (the night before)	2
8	(relaxing in) a hot bath	1

Exercise 2

Question	Answer	Marks
9(a)	C	1
9(b)	B	1
9(c)	A	1
9(d)	C	1
9(e)	B	1
9(f)	A	1
9(g)	C	1
9(h)	A	1

Exercise 3

Question	Answer	Marks
10	<p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks. Acceptable responses are:</i></p> <p>How this newly discovered fish behaves differently from other ‘walking fish’</p> <ol style="list-style-type: none"> 1 uses its (four) fins to walk / doesn’t use tail to jump or slide forward 2 walks (exactly) like a land animal (with four legs) 3 climbs waterfalls using its body (to grip the rock) 4 keeps its tail straight as it walks / tail movement is not typical as it walks 	3
11	<p><i>Award 1 mark for each acceptable response, up to a maximum of 2 marks. Acceptable responses are:</i></p> <p>What scientists might learn from the discovery of this new fish</p> <ol style="list-style-type: none"> 1 why it moves in this (unique) way 2 what life (on Earth) looked like 400 million years ago / what life (on Earth) looked like when (living) creatures moved from oceans to land 3 how (living) creatures learned to walk / how (living) creatures first walked 4 whether they are our earliest (living) ancestors 	2
12	<p><i>Award 1 mark for each acceptable response, up to a maximum of 2 marks. Acceptable responses are:</i></p> <p>Why it was difficult for scientists to study this new fish</p> <ol style="list-style-type: none"> 1 only (been) found in eight caves (in Thailand) 2 only (around) 2000 exist / only (around) 2000 in the wild 3 not allowed to remove (them) from caves 4 needed (to obtain special) permission from the Thai government 	2

Exercise 4

- You should decide on a mark for Content and Language **separately**.
- **Content** points are listed below.
- **Language** covers **organisation** and **coherence**, and **range** and **accuracy** of language. When deciding on a mark for Language, first gain an impression of the response, then focus on the level descriptors in order to decide on the best fit. If all three bullet points within the band are fulfilled then it is likely that you will award the higher mark within that band.
- If the response exceeds 90 words, a maximum of 4 marks can be awarded for Language.

Question	Answer	Marks
13	Award up to a total of 12 marks.	
	Up to 6 marks to be awarded for Content (Reading) Relevant Content points to include are: 1 arrive early 2 watch people already climbing 3 put belongings into a zipped pocket 4 leave anything valuable at home 5 listen carefully to your guide / remember what guide says 6 ask the guides for help 7 wear clothes you don't mind getting dirty 8 bring a waterproof jacket	6
	Up to 6 marks to be awarded for Language (Writing). See generic marking criteria for Exercise 4.	6

Generic marking criteria for Exercise 4

Marks	Language (Writing)
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 are partly organised and reasonably coherent. Cohesive devices are used generally appropriately.• Some attempt to use own words, with some reliance on language from the text.• Reasonable level of accuracy of vocabulary and simple 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 vocabulary and grammatical structures.
0	<ul style="list-style-type: none">• No response worthy of credit.

Generic marking criteria for Exercises 5 and 6

The following general instructions, and table of marking criteria, apply to both Exercises 5 and 6.

- 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 70 words, it should be given a maximum of 2 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**.

Question	Answer	Marks
14	Award up to a total of 12 marks. Up to 6 marks to be awarded for Content Plus up to 6 marks to be awarded for Language . See generic marking criteria for Exercises 5 and 6.	12

Question	Answer	Marks
15	Award up to a total of 12 marks. Up to 6 marks to be awarded for Content . Plus up to 6 marks to be awarded for Language . See generic marking criteria for Exercises 5 and 6.	12

Marking Criteria for Exercises 5 and 6

Marks	Content (maximum 6 marks)	Marks	Language (maximum 6 marks)
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.
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.

Marks	Content (maximum 6 marks)	Marks	Language (maximum 6 marks)
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.

ENGLISH AS A SECOND LANGUAGE**0511/21**

Paper 2 Reading and Writing (Extended)

May/June 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 May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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

This document consists of **11** 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

Exercise 1

Question	Answer	Marks
1	colleague (told her about an advert)	1
2	pass a medical (test)	1
3	(at the end of) January	1
4	(working out) how much food to order	1
5	apple(s)	1
6	(she'd been) busy planning a menu	1
7	Award 1 mark for each detail up to a maximum 2 marks: do exercise before getting into bed put your clothes in the bed (the night before)	2
8	(relaxing in) a hot bath	1
9	Award 1 mark for each detail up to a maximum of 4 marks: the colours of the landscape / (amazing) range of landscape colours preparing meals that make them feel better (the opportunity to) be creative the cold saving (lots of) money	4

Exercise 2

Question	Answer	Marks
10(a)	D	1
10(b)	C	1
10(c)	A	1
10(d)	D	1
10(e)	B	1
10(f)	C	1
10(g)	A	1
10(h)	D	1
10(i)	B	1
10(j)	A	1

Exercise 3

Question	Answer	Marks
11	<p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks. Acceptable responses are:</i></p> <p>How this newly discovered fish behaves differently from other ‘walking fish’</p> <ol style="list-style-type: none"> 1 uses its (four) fins to walk / doesn’t use tail to jump or slide forward 2 walks (exactly) like a land animal (with four legs) 3 climbs waterfalls using its body (to grip the rock) 4 keeps its tail straight as it walks / tail movement is not typical as it walks 	3
12	<p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks. Acceptable responses are:</i></p> <p>What scientists might learn from the discovery of this new fish</p> <ol style="list-style-type: none"> 1 why it moves in this (unique) way 2 what life (on Earth) looked like 400 million years ago / what life (on Earth) looked like when (living) creatures moved from oceans to land 3 how (living) creatures learned to walk / how (living) creatures first walked 4 whether they are our earliest (living) ancestors 	3
13	<p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks. Acceptable responses are:</i></p> <p>Why it was difficult for scientists to study this new fish</p> <ol style="list-style-type: none"> 1 only (been) found in eight caves (in Thailand) 2 only (around) 2000 exist / only (around) 2000 in the wild 3 not allowed to remove (them) from caves 4 needed (to obtain special) permission from (Thai) government 	3

Exercise 4:

- You should decide on a mark for Content and Language **separately**.
- **Content** points are listed below.
- This paper has two aspects of Content in the task. If only one aspect is successfully addressed, then **a maximum of 4 marks can be awarded for Language**.
- **Language** covers **organisation** and **coherence**, and **range** and **accuracy** of language. When deciding on a mark for Language, first gain an impression of the response, then focus on the level descriptors in order to decide on the best fit. If all three bullet points within the band are fulfilled then it is likely that you will award the higher mark within that band.
- If the response exceeds 120 words, a maximum of 6 marks can be awarded for Language.

Question	Answer	Marks
14	Award up to a total of 16 marks.	
	<p>Up to 8 marks to be awarded for Content (Reading)</p> <p>Relevant points to include are:</p> <p>How to improve your intelligence</p> <ol style="list-style-type: none"> 1 do number puzzles 2 treat your brain like any other part of your body / do exercise / have a healthy diet / run 3 make changes to your clothing / wear a white coat / wear a lab coat 4 do something that you're not good at / do something (uncomfortably) difficult 5 use technology to expose yourself to complex (new) material 6 don't go quickly from one topic to another / pick one subject and go into it in depth <p>How to appear more intelligent to other people</p> <ol style="list-style-type: none"> 7 speak confidently 8 smile while you are talking 9 wear glasses 10 use a middle initial 	8
	<p>Up to 8 marks to be awarded for Language (Writing).</p> <p>See generic marking criteria for Exercise 4.</p>	8

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 are partly organised and reasonably coherent. Cohesive devices are used generally appropriately. Some attempt to use own words, with some reliance on language from the text. Reasonable level of accuracy of vocabulary and simple 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.

Generic marking criteria for Exercises 5 and 6

The following general instructions, and table of marking criteria, apply to both Exercises 5 and 6.

- 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**.

Question	Answer	Marks
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

Question	Answer	Marks
16	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.

ENGLISH AS A SECOND LANGUAGE**0511/31**

Paper 3 Listening (Core)

May/June 2019**MARK SCHEME**Maximum Mark: 30

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 May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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

This document consists of **4** 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.

Question	Answer	Marks
1(a)	(the) volcano(s)	1
1(b)	(his / man's) sister	1

Question	Answer	Marks
2(a)	(the) canteen	1
2(b)	£4.20 / four pound(s) twenty	1

Question	Answer	Marks
3(a)	managing change	1
3(b)	check(ing) (her) email(s)	1

Question	Answer	Marks
4(a)	(a / the) title	1
4(b)	(in her) garden(s)	1

Question	Answer	Marks
5(a)	august	1
5(b)	(large) leaves	1
5(c)	(wooden) sticks	1
5(d)	wool	1
5(e)	stone	1
5(f)	bones (inside)	1
5(g)	(sand) sculpture(s)	1
5(h)	passport(s)	1

Question	Answer	Marks
6(a)	Speaker 1: E	1
6(b)	Speaker 2: F	1
6(c)	Speaker 3: D	1
6(d)	Speaker 4: A	1
6(e)	Speaker 5: G	1
6(f)	Speaker 6: C	1

Question	Answer	Marks
7(a)	B	1
7(b)	C	1
7(c)	A	1
7(d)	A	1
7(e)	C	1
7(f)	A	1
7(g)	B	1
7(h)	B	1

Brackets () indicate optional words

ENGLISH AS A SECOND LANGUAGE**0511/41**

Paper 4 Listening (Extended)

May/June 2019

MARK SCHEME

Maximum Mark: 40

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.

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This document consists of **5** printed pages.

Generic Marking Principles

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GENERIC MARKING PRINCIPLE 1:

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- 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.

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- 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.

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GENERIC MARKING PRINCIPLE 5:

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GENERIC MARKING PRINCIPLE 6:

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1(b)	(his / man's) sister	1

Question	Answer	Marks
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2(b)	£4.20 / four pound(s) twenty	1

Question	Answer	Marks
3(a)	managing change	1
3(b)	check(ing) (her) email(s)	1

Question	Answer	Marks
4(a)	(a / the) title	1
4(b)	(in her) garden(s)	1

Question	Answer	Marks
5(a)	august	1
5(b)	(large) leaves	1
5(c)	(wooden) sticks	1
5(d)	wool	1
5(e)	stone	1
5(f)	bones (inside)	1
5(g)	(sand) sculpture(s)	1
5(h)	passport(s)	1

Question	Answer	Marks
6(a)	Speaker 1: E	1
6(b)	Speaker 2: F	1
6(c)	Speaker 3: D	1
6(d)	Speaker 4: A	1
6(e)	Speaker 5: G	1
6(f)	Speaker 6: C	1

Question	Answer	Marks
7(a)	B	1
7(b)	C	1
7(c)	A	1
7(d)	A	1
7(e)	C	1
7(f)	A	1
7(g)	B	1
7(h)	B	1

Question	Answer	Marks
8A(a)	evidence	1
8A(b)	homework / home(-)work	1
8A(c)	structure	1
8A(d)	argument(s)	1
8A(e)	observation(s) / observing	1
8B(a)	permanent	1
8B(b)	intention(s) / intent	1
8B(c)	conservation	1
8B(d)	abstract	1
8B(e)	capacity	1

Brackets () indicate optional words