Location Entry Codes

www.papacanibridge.com From the June 2007 session, as part of CIE's continual commitment to maintaining best practice in assessment. CIE has begun to use different variants of some question papers for our most popular assessments with extremely large and widespread candidature, The question papers are closely related and the relationships between them have been thoroughly established using our assessment expertise. All versions of the paper give assessment of equal standard.

UNIVERSI

International

The content assessed by the examination papers and the type of questions are unchanged.

This change means that for this component there are now two variant Question Papers. Mark Schemes and Principal Examiner's Reports where previously there was only one. For any individual country, it is intended that only one variant is used. This document contains both variants which will give all Centres access to even more past examination material than is usually the case.

The diagram shows the relationship between the Question Papers, Mark Schemes and Principal Examiner's Reports.

Mark Scheme **Question Paper** Principal Examiner's Report Introduction Introduction Introduction **First variant Question Paper** First variant Mark Scheme First variant Principal Examiner's Report Second variant Question Paper Second variant Mark Scheme Second variant Principal Examiner's Report

Who can I contact for further information on these changes?

Please direct any questions about this to CIE's Customer Services team at: international@cie.org.uk



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education

MARK SCHEME for the May/June 2007 question paper

0510 ENGLISH AS A SECOND LANGUAGE

0510/01

Paper 1 (Reading and Writing – Core), maximum raw mark 56

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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

• CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Fir	rst variant Mar	rk Scheme	www.xtrapa	apers.com
	Page 2	Mark Scheme	Syllabus 7.0 er	
		IGCSE – May/June 2007	0510 730	
Exe	ercise 1 Euro	ostar	Syllabus 0510	Brid
(a)	290 km per h	our		Se.con
(b)	read AND enj	joy a meal (BOTH NEEDED)		[1]
(c)	daily			[1]
(d)	d) many (50) attractions (for both adults and children)/an unforgettable experience/plenty of fun			[1]
(e)) they are multi-lingual/they can speak other languages			[1]
(f)	by phone AN	D on the internet/website/www.eurostar.com (BOTH	HNEEDED)	[1]
		[Ma:	x. total for Exercise 1: 6 ma	rks]
_				
Exe	ercise 2 Slee	p		
(a)	wake up tired	I AND sleepy during day (BOTH NEEDED)		[1]
(b)	(could cause)) road accidents		[1]
(c)	whether sleep	ping more makes you live longer		[1]
(d)	changed nigh	nt to day/day and night interchangeable (for work)		[1]
(e)	(take) naps			[1]
(f)	45%			[1]
(g)	(higher risk of	f) diabetes/(problems of) obesity/(creates a) sleep d	lebt (ANY TWO)	[2]
(h)	more adaptat	ble (to irregular working day)		[1]
	restore energ	ıy levels		[1]
[Max. total for Exercise 2: 10 marks]				

Page 3	Mark Scheme	Syllabus er	
	IGCSE – May/June 2007	0510 23	
Note: correct spelling	is essential for the form-filling exerci	Syllabus 0510 se.	
Exercise 3 School Ex	change Visit	Tig	20
Section A			.co
BLOCK CAPITALS		[1]	
MONA SADIQ 16		[1] [1]	
Section B			
Presatiya		[1]	
Mahakam 6, Block M, \$ Kusma Age 17	Surabaya	[1]	
Riani Age 14		[1] [1]	

give performances AND raise money for charity (BOTH NEEDED) in school 8.00(am) to midday/12.00 on visits 14.00/2 pm to 18.00/6 pm	[1] [1] [1] [1]
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Add the correct responses and then halve them to give a score out of 6. Then add this score to the marks awarded for the two sentences.

Sentence 1: to score, the candidate will have written one sentence about the most enjoyable element i.e. swimming in the pool and/or visiting the fascinating sites.

Sentence 2: to score, the candidate will have written one sentence about the least enjoyable experience i.e. boring coach journeys.

These sentences must be in the first person.

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

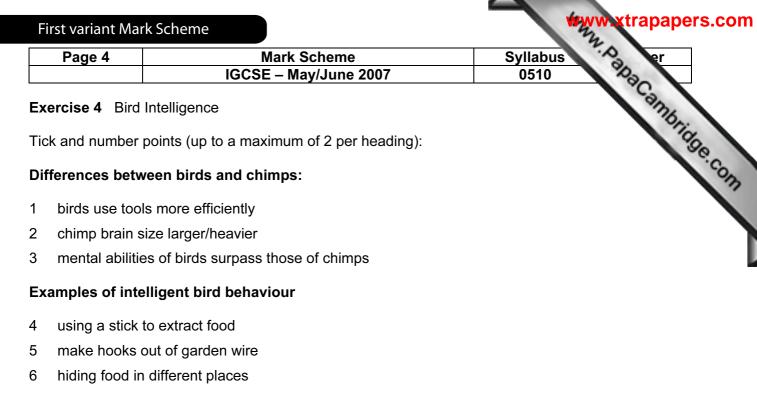
2 marks: proper sentence construction; correct spelling and punctuation; gives the information asked for.

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

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

Add up to a maximum of 4 marks for the sentences to previous total from form-filling.

[Max. total for Exercise 3: 10 marks]



Issues of animal welfare

- 7 fishing should be banned/fish feel pain
- 8 better living conditions in zoos
- 9 research into animal intelligence

[Max. total for Exercise 4: 6 marks]

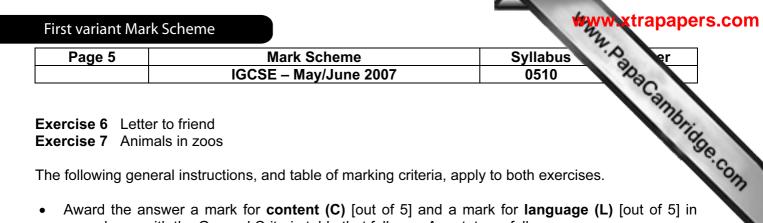
Exercise 5 Summary: intelligent bird behaviour

This exercise is marked for language, not content, but if content is entirely irrelevant to the task, a mark of zero should be awarded.

Count words and do not mark anything exceeding 70 words, as specified in the question. Candidates will not be assessed on anything they have written after this limit, but will not be penalised *per se* for exceeding it.

- 0 meaning obscure because of density of language errors and serious problems with expression/nothing of relevance.
- 1 expression weak/reliance on lifting from the passage
- 2 expression limited/reliance on copying out the notes, but some sense of order
- 3 expression good, with attempts to group and sequence ideas in own words
- 4 expression very good: clear, orderly grouping and sequencing, largely own words

[Max. total for Exercise 5: 4 marks]



Exercise 6 Letter to friend **Exercise 7** Animals in zoos

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

- Award the answer a mark for content (C) [out of 5] and a mark for language (L) [out of 5] in accordance with the General Criteria table that follows. Annotate as follows: C (mark) + L (mark) = ringed total
- 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 does not 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 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 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.

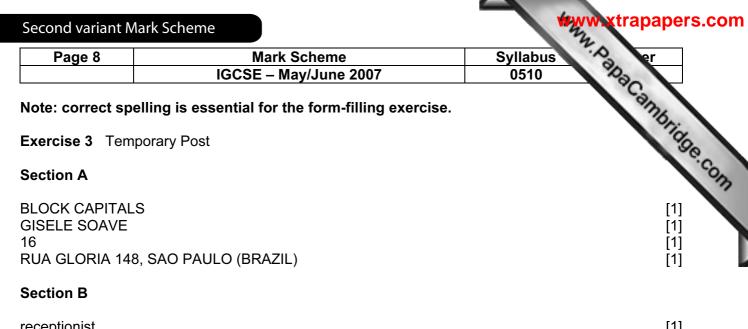
[Max. total for Exercise 6: 10 marks]

[Max. total for Exercise 7: 10 marks]

AGE: ccuracy 3, W4, W5) First variant Mark Scheme Syllabus Page 6 Mark Scheme IGCSE – May/June 2007 0510 GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 1) Mark CONTENT: Mark LANGUAGE: relevance and development of ideas band style and accuracy band (AO: W1, W2, W6) (AO: W1, W3, W4, W5) 4-5 4-5 Safe: Satisfactory: **Relevance:** Fulfils the task, with *Style:* Mainly simple structures • • reasonable attempt at appropriate and vocabulary, sometimes register, and some sense of attempting more sophisticated purpose and audience. A language. satisfactory attempt has been made to address the topic, but Accuracy: Meaning is clear, and • there may be digressions. work is of a safe. literate standard. Simple structures are generally Development of ideas: Material sound, apart from infrequent • spelling errors, which do not is satisfactorily developed at interfere with communication. appropriate length. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity. 2-3 Errors intrude: 2-3 Partly relevant: **Relevance:** Partly relevant and Style: Simple structures and • • some engagement with the task. vocabulary. Does not quite fulfil the task. although there are some positive Accuracy: Meaning is sometimes • qualities. Inappropriate register, in doubt. Frequent, distracting showing insufficient awareness of errors hamper precision and slow purpose and/or audience. down reading. However, these do not seriously impair Development of ideas: Supplies communication. Paragraphs • some detail and explanation, but absent or inconsistent. the effect is incomplete. Some repetition. 0-1 Little relevance: 0-1 Hard to understand: Limited engagement with task, but Multiple types of error in • • this is mostly hidden by density of grammar/spelling/word usage/ error. Award 1 mark. punctuation throughout, which mostly make it difficult to understand. Occasionally, sense No engagement with the task, or • can be deciphered. Paragraphs any engagement with task is absent or inconsistent. Award 1 completely hidden by density of error. Award 0 marks. If essay mark. content is completely irrelevant, no mark can be given for Language. Density of error completely • obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks.

Page 7	Mark Scheme	Syllabus er
	IGCSE – May/June 2007	0510 23
ercise 1 Euro	ostar	Syllabus 0510 Carbon er 0510
290 km per h	nour	
read AND er	njoy a meal (BOTH NEEDED)	[1
daily		[1
many (50) at	tractions (for both adults and children)/an unforgetta	ble experience/plenty of fun [1
they are mul	ti-lingual/they can speak other languages	[1
by phone AN	ID on the internet/website/www.eurostar.com (BOTI	NEEDED) [1
	[Ma	x. total for Exercise 1: 6 marks
ercise 2 Fict	ion List	
best book ar	d best review (BOTH NEEDED)	[1
three years		[1
	rt from teachers/word process it OR write it neatly/ k by themselves (TWO from THREE)	[2
P. 23000 1101		[-
35%		[1
it wasn't mar	ked (by teachers)	[1
things that a	nnoyed/irritated them	[1
taught the ru	les of reviewing	[1
touched on r	eal life experiences (of young people like them)	[1

[Max. total for Exercise 2: 10 marks]



receptionist	[1]
delete: full time	[1]
cleaning cars	[1]
waitress(ing)	[1]
underline: Monday-Thursday	[1]

Section C

volleyball AND windsurfing (BOTH NEEDED) (phone) 136729064 AND (email) gisouza@adinet.com advert(isement)/(local) newspaper

Add the correct responses and then halve them to give a score out of 6. Then add this score to the marks awarded for the two sentences.

Sentence 1: to score, the candidate will have written one sentence about why she wants a job (needs money to finance a trip (to Chile))

Sentence 2: to score, the candidate will have written one sentence about why she wants to work in a computer company ((brother said) working with computers is very interesting).

These sentences must be in the first person.

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

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

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

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

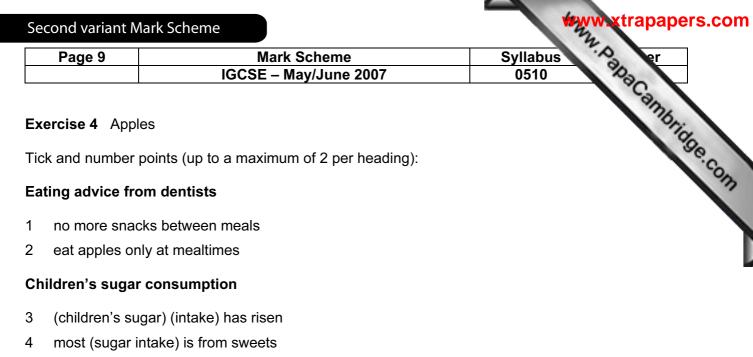
Add up to a maximum of 4 marks for the sentences to previous total from form-filling.

[Max. total for Exercise 3: 10 marks]

[1]

[1]

[1]



5 (children) eat as much (sugar) as adults

Healthy food options

- 6 (eating) cheese
- 7 5 portions of fruit and vegetables per day
- 8 balanced diet

[Max. total for Exercise 4: 6 marks]

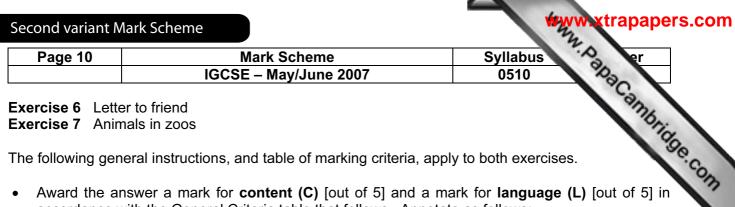
Exercise 5 Summary: research into apples

This exercise is marked for language, not content, but if content is entirely irrelevant to the task, a mark of zero should be awarded.

Count words and do not mark anything exceeding 70 words, as specified in the question. Candidates will not be assessed on anything they have written after this limit, but will not be penalised *per se* for exceeding it.

- 0 meaning obscure because of density of language errors and serious problems with expression/nothing of relevance.
- 1 expression weak/reliance on lifting from the passage
- 2 expression limited/reliance on copying out the notes, but some sense of order
- 3 expression good, with attempts to group and sequence ideas in own words
- 4 expression very good: clear, orderly grouping and sequencing, largely own words

[Max. total for Exercise 5: 4 marks]



IGCSE – May/June 2007

0510

Exercise 6 Letter to friend **Exercise 7** Animals in zoos

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

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- If the essay is **partly relevant** and therefore in mark band 2-3, the full range of marks for Language is available.

[Max. total for Exercise 6: 10 marks]

[Max. total for Exercise 7: 10 marks]

AGE: ccuracy 3, W4, W5) Second variant Mark Scheme Syllabus Page 11 Mark Scheme IGCSE – May/June 2007 0510 **GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 1)** Mark CONTENT: Mark LANGUAGE: band relevance and development of ideas band style and accuracy (AO: W1, W2, W6) (AO: W1, W3, W4, W5) 4-5 4-5 Safe: Satisfactory: Relevance: Fulfils the task, with *Style:* Mainly simple structures • • and vocabulary, sometimes reasonable attempt at appropriate register, and some sense of attempting more sophisticated purpose and audience. A language. satisfactory attempt has been made to address the topic, but Accuracy: Meaning is clear, and • there may be digressions. work is of a safe, literate standard. Simple structures are generally **Development of ideas:** Material sound, apart from infrequent • spelling errors, which do not is satisfactorily developed at appropriate length. interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity. 2-3 Partly relevant: 2-3 Errors intrude: **Relevance:** Partly relevant and Style: Simple structures and • • some engagement with the task. vocabulary. Does not guite fulfil the task, although there are some positive **Accuracy:** Meaning is sometimes • qualities. Inappropriate register, in doubt. Frequent, distracting errors hamper precision and slow showing insufficient awareness of purpose and/or audience. down reading. However, these do not seriously impair **Development of ideas:** Supplies communication. Paragraphs • some detail and explanation, but absent or inconsistent. the effect is incomplete. Some repetition. 0-1 0-1 Little relevance: Hard to understand: Limited engagement with task, but Multiple types of error in • • this is mostly hidden by density of grammar/spelling/word usage/ error. Award 1 mark. punctuation throughout, which mostly make it difficult to understand. Occasionally, sense No engagement with the task, or • any engagement with task is can be deciphered. Paragraphs absent or inconsistent. Award 1 completely hidden by density of error. Award 0 marks. If essay mark. content is completely irrelevant, no mark can be given for Language. Density of error completely • obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks.