Location Entry Codes

UNIVERSITY ... CE
International ...

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.

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.

Question Paper	Mark Scheme	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 October/November 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 October/November 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Exercise 1 The National Cycle Network

(a) countryside

(b) government AND landowners [1]

(c) roads (too) dangerous [1]

(d) noise/congestion/accidents/pollution   ANY THREE [1]

(e) <u>over</u> one third [1]

(f) special road crossing(s) [1]

[Max. total for Exercise 1: 6 marks]

Exercise 2 Jurassic Bark

(a) 11 years ago AND
in a valley/in Wollemi National Park/Sydney (Australia) [1]

(b) bubbled raised bark AND (distinctive) fern-line leaves [1]

(c) 144 to 206 million years ago [1]

(d) authorised scientists [1]

(e) (i)   (protect from) people who try to steal/cut off branches/harm the trees [1]

   (ii)   protect them from disease/people spreading disease [1]

(f) botanic gardens [1]

(g) (more) affordable/smaller/younger   ANY TWO [1]

(h) tough (survivors)/can withstand a range of temperatures
/have been around for 17 ice ages   ANY TWO [2]

[Max. total for Exercise 2: 10 marks]

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0510	

Exercise 3 World Light Orchestra

Note: correct spelling is essential for the form-filling exercise.

Section A

Surname	Perez	**First name**	Khalifa	[1]

Age   16   [1]

Address   Santa Orosia 10, Moreras, 18770 Madrid   [1]

Your email   familyperez@keepcontact.com   [1]

Section B

Place of study   City Academy   [1]

Address of school/college   Plaza Granada, Madrid, Spain 44506   [1]

School website   www.madridmusic.ac.sp   [1]

Name of music teacher   Roger Dunk   [1]

Section C

Qualifications   Most Gifted Percussion Musician (of the Year)   [1]

Instrument(s) played   drums and marimba/percussion   [1]

How long have you played in the orchestra? (please circle)   1–3 years   [1]

Your availability (please tick)   Jan–March   [1]

(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.)
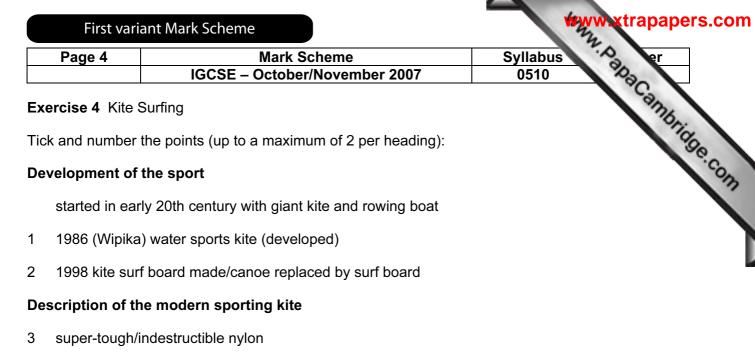
Section D

In the space below write one sentence about how your experience will help if you join this orchestra, and one sentence about your plans for your future in music.

Sentence 1: (Example) I played a variety of percussion instruments in the school orchestra (for about 3 years).

Sentence 2: (Example) I would like to set up my own percussion school for deaf and partially-hearing children.

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 the information asked for; and/or not a proper sentence; and/or meaning obscure

[Max. total for Exercise 3: 10 marks]

Page 4	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0510	

Exercise 4 Kite Surfing

Tick and number the points (up to a maximum of 2 per heading):

Development of the sport

  started in early 20th century with giant kite and rowing boat

1   1986 (Wipika) water sports kite (developed)

2   1998 kite surf board made/canoe replaced by surf board

Description of the modern sporting kite

3   super-tough/indestructible nylon

4   sail areas of 25 square metres

5   no frames (to be damaged)

6   controlled by many strings/lines

Controlling the kite

7   (learning to) use the control bar

8   'body dragging'

9   controlling kite with direction of winds/'powering up'

10   coordinating kite + body + board

[Max. total for Exercise 4: 6 marks]

Exercise 5 Kite Surfing Summary

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]

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0510	

Exercise 6 and Exercise 7 After School Sports Club and How animals should be treated

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 doesn't quite make it into the band above.

- When deciding on a mark for **content**, look at both *relevance* and *development of ideas*. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in 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]

Page 6	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0510	

GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7

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

Exercise 1 The National Cycle Network

(a) countryside

(b) government AND landowners   [1]

(c) roads (too) dangerous   [1]

(d) noise/congestion/accidents/pollution   ANY THREE   [1]

(e) <u>over</u> one third   [1]

(f) special road crossing(s)   [1]

[Max. total for Exercise 1: 6 marks]

Exercise 2 Arctic Ocean

(a) the Arctic Ocean/near the North Pole   [1]

(b) to measure movement of polar icecaps (over millions of years)
/(could help to) predict climate change   [1]

(c) 2.4 to 2.7 million years ago   [1]

(d) to carve (a path) through (10 metre) thick ice   [1]

(e) 1000 metres below (the level of) the sea   [1]

(f) advantage: constant daylight/bearable temperatures   [1]
disadvantage: pieces breaking off iceshelf/contact with icebergs would break the drill   [1]

(g) icebergs: (24 hour) helicopter check   [1]
(polar) bears: (on-board) sensors   [1]

(h) the deeper they drill, the further back in time they can look   [1]

[Max. total for Exercise 2: 10 marks]

Page 8	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0510	

Exercise 3 Pre-Olympic Training Course

Note: correct spelling is essential for the form-filling exercise.

SECTION A

Name:	Russell Singh		[1]
Home address:	Building 7a, Park Square, Delhi.		[1]
School/college:	Elite Sports Academy		[1]
Contact details:	phone:	07778 984124	[1]
	e-mail:	marathonruss@run.com	[1]
Please tick:	MALE	√	[1]
Age group: (circle)	12 to 14	(15 to 17) 18 to 19	[1]

SECTION B

I wish to take part in: (please tick)

	400 m √	full marathon √	[1]
Positions of responsibility:	team captain (of the marathon runners)		[1]
	instructor/tutor (for) younger students (on circuit technique)		[1]
Average timings:	400 m	(NOT GIVEN)	
	Half marathon	(NOT GIVEN)	
	Full marathon	(ABOUT) 4 HOURS	[1]

SECTION C

Contacts in emergency: Balbir and Safar Kapur   [1]

(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.)
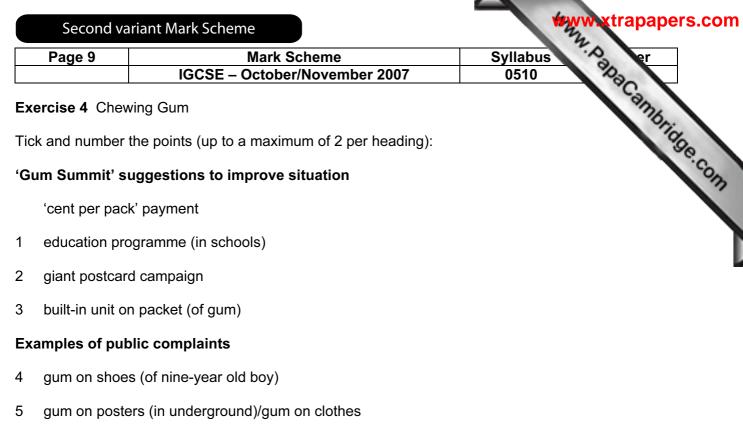
SECTION D

In the space below, write **one sentence** about your strengths as an athlete, and **one sentence** about what you would like to gain from the course.

Sentence 1:   (Example) I am particularly good at the half marathon and my 400 metre circuit work is the best in the school.

Sentence 2:   (Example) I would like to reduce my full marathon time and improve my speed and stamina.

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 the information asked for; and/or not a proper sentence; and/or meaning obscure

[Max. total for Exercise 3: 10 marks]

Exercise 4 Chewing Gum

Tick and number the points (up to a maximum of 2 per heading):

'Gum Summit' suggestions to improve situation

'cent per pack' payment

1   education programme (in schools)

2   giant postcard campaign

3   built-in unit on packet (of gum)

Examples of public complaints

4   gum on shoes (of nine-year old boy)

5   gum on posters (in underground)/gum on clothes

6   gum on tables/chairs (in cafés)

Gum manufacturers' suggestions to improve situation

7   (alternative) bio-degradable gum

8   campaign to encourage responsible disposal

9   fines for polluters

[Max. total for Exercise 4: 6 marks]

Exercise 5 Gum Disposal Summary

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

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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

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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]

Page 10	**Mark Scheme**	**Syllabus**	**er**
	IGCSE – October/November 2007	**0510**	

Exercise 6 and Exercise 7 After School Sports Club and How animals should be treated

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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]

Page 11	Mark Scheme	Syllabus	er
	IGCSE – October/November 2007	**0510**	

GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7

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