

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.

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.

<b>Question Paper</b>	<b>Mark Scheme</b>	<b>Principal Examiner's Report</b>
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](mailto:international@cie.org.uk)

**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.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2007</b>	<b>0510</b>	<b>01</b>

**Exercise 1 Eurostar**

- (a) 290 km per hour [1]
- (b) read AND enjoy a meal (BOTH NEEDED) [1]
- (c) daily [1]
- (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 AND on the internet/website/www.eurostar.com (BOTH NEEDED) [1]

**[Max. total for Exercise 1: 6 marks]**

**Exercise 2 Sleep**

- (a) wake up tired AND sleepy during day (BOTH NEEDED) [1]
- (b) (could cause) road accidents [1]
- (c) whether sleeping more makes you live longer [1]
- (d) changed night to day/day and night interchangeable (for work) [1]
- (e) (take) naps [1]
- (f) 45% [1]
- (g) (higher risk of) diabetes/(problems of) obesity/(creates a) sleep debt (ANY TWO) [2]
- (h) more adaptable (to irregular working day) [1]
- restore energy levels [1]

**[Max. total for Exercise 2: 10 marks]**

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

**Exercise 3** School Exchange Visit

**Section A**

BLOCK CAPITALS	[1]
MONA SADIQ	[1]
16	[1]

**Section B**

Presatiya	[1]
Mahakam 6, Block M, Surabaya	[1]
Kusma Age 17	[1]
Riani Age 14	[1]

**Section C**

give performances AND raise money for charity (BOTH NEEDED)	[1]
in school	[1]
8.00(am) to midday/12.00	[1]
on visits	[1]
14.00/2 pm to 18.00/6 pm	[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.

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]**

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**Exercise 4** Bird Intelligence

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

**Differences between birds and chimps:**

- 1 birds use tools more efficiently
- 2 chimp brain size larger/heavier
- 3 mental abilities of birds surpass those of chimps

**Examples of intelligent bird behaviour**

- 4 using a stick to extract food
- 5 make hooks out of garden wire
- 6 hiding food in different places

**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]**

Page 5	Mark Scheme	Syllabus	Paper
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**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]

Page 6	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0510	01

GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 1)

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	<p><b>Satisfactory:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> 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.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	4-5	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>• <b>Accuracy:</b> 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.</li> </ul>
2-3	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> 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.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	2-3	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Simple structures and vocabulary.</li> <li>• <b>Accuracy:</b> 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.</li> </ul>
0-1	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>• Limited engagement with task, but this is mostly hidden by density of error. <b>Award 1 mark.</b></li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b> If essay content is completely irrelevant, no mark can be given for Language.</li> </ul>	0-1	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• 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. <b>Award 1 mark.</b></li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. <b>Award 0 marks.</b></li> </ul>

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
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**Exercise 1 Eurostar**

- (a) 290 km per hour [1]
- (b) read AND enjoy a meal (BOTH NEEDED) [1]
- (c) daily [1]
- (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 AND on the internet/website/www.eurostar.com (BOTH NEEDED) [1]

**[Max. total for Exercise 1: 6 marks]**

**Exercise 2 Fiction List**

- (a) best book and best review (BOTH NEEDED) [1]
- (b) three years [1]
- (c) (gain) support from teachers/word process it OR write it neatly/  
produce work by themselves (TWO from THREE) [2]
- (d) 35% [1]
- (e) it wasn't marked (by teachers) [1]
- (f) things that annoyed/irritated them [1]
- (g) taught the rules of reviewing [1]
- (h) touched on real life experiences (of young people like them) [1]
- (i) they read a lot more/they aren't dominated by TV, video, music etc. (ANY ONE) [1]

**[Max. total for Exercise 2: 10 marks]**



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

**Exercise 3** Temporary Post

**Section A**

BLOCK CAPITALS	[1]
GISELE SOAVE	[1]
16	[1]
RUA GLORIA 148, SAO PAULO (BRAZIL)	[1]

**Section B**

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

**Section C**

volleyball AND windsurfing (BOTH NEEDED)	[1]
(phone) 136729064 AND (email) gisouza@adinet.com	[1]
advert(isement)/(local) newspaper	[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.

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]**

<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
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**Exercise 4** Apples

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

**Eating advice from dentists**

- 1 no more snacks between meals
- 2 eat apples only at mealtimes

**Children's sugar consumption**

- 3 (children's sugar) (intake) has risen
- 4 most (sugar intake) is from sweets
- 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.

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**[Max. total for Exercise 5: 4 marks]**

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**Exercise 6** Letter to friend

**Exercise 7** Animals in zoos

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[Max. total for Exercise 6: 10 marks]

[Max. total for Exercise 7: 10 marks]

Page 11	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0510	01

GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 1)

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