



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 May/June 2009 question paper
for the guidance of teachers

0510 ENGLISH AS A SECOND LANGUAGE

0510/11 Paper 11 (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, which would have considered the acceptability of alternative answers.

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Page 2	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2009	0510

Exercise 1 Fantastic Leaves

- (a) rice, wheat and maize
- (b) oil [1]
- (c) (adds a distinct) flavour (to the food) [1]
- (d) they provide shade [1]
- (e) retain the freshness of the fruits/eco-friendly/stop them from being squashed
[TWO details for ONE mark] [1]
- (f) they bring (good) luck/prosperity (to the couple getting married) [1]

[Total: 6]**Exercise 2 Soon we may live for 200 years**

- (a) it has almost doubled [1]
- (b) (i) growing new teeth from stem cells [1]
(ii) developing drugs to imitate the effects of eating less [1]
- (c) longest recorded life span/lived to be (more than) 122 years old/lived from 1875 to 1997 [1]
- (d) (i) cleaner living conditions [1]
(ii) discovery of life-saving medicines [1]
- (e) they (slowly) stop repairing (themselves) [1]
- (f) five years [1]
- (g) cancer, heart disease/major health problems/complete removal of major diseases is slow [1]
- (h) do something more with our lives/achieve more of our dreams/achieve more of our potential [1]

[Total: 10]

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Exercise 3 SHORT MUSIC COURSE APPLICATION FORM

NB: Accurate spelling is essential for the form-filling exercise.

SECTION A: Personal Details [Use of block capitals] [1]

NAME: ZOHREH BRAMO [1]

ADDRESS: APT /APARTMENT 4, ROSE STREET, BELLEFONTAINE [1]

AGE: 17 [1]

COLLEGE ATTENDING: GREENHEAD MUSIC COLLEGE [1]

SECTION B: Course Details

INSTRUMENTS PLAYED: clarinet [1]

PREFERRED MONTH/S: CIRCLE October & November [1]

MAIN AREAS OF INTEREST: TICK composing & singing [1]

SECTION C: Further Contact Information

Mobile/Cell number: 07798 664398 [1]

Parent(s) name(s): Zinat Bramo [1]

Personal email address: zohsing.music@linea.ac.cr [1]

School/College Contact details: bramo.z@greenhead.ac.cr [1]

[12 divided by 2 = 6 marks]

Sentence 1 and 2 must be written in the first person.

Sentence One: to score the candidate must write a sentence about the specialised computer program used to practise or the idea of keeping up to date with musical information on the computer.

Sentence Two: to score the candidate must write a sentence about wanting to be a teacher/training to be a professional singer in future.

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; fewer than 12 words or more than 20 words.

[Total: 10]

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Exercise 4 Sports stars have a natural advantage

Tick and number the points up to a maximum of 6 marks (up to 3 marks per heading).

Factors for sports organisations when selecting sportspeople (MAX 3 MARKS FOR THIS SECTION)

- ✓1 aged between 16 and 18
- ✓2 biological make-up/genetic factors
- ✓3 height
- ✓4 strength
- ✓5 endurance
- ✓6 mental application/how individual reacts under pressure
- ✓7 medical evidence

Examples of sports star and his/her specific physical advantage (MAX 3 MARKS FOR THIS SECTION)

- ✓8 Andy Roddick arched back/increased arm rotation
- ✓9 Michael Phelps over-size feet
- ✓10 Mia Hamm sweats half human average/sweats less than one litre per hour
- ✓11 Liz Halliday quicker reactions when making decisions

[Total: 6]

Exercise 5 Research into sporting performance

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 indicate when the 70 words limit has been reached. Candidates will not be assessed on anything they have written after this limit, but will not be penalised *per se* for exceeding it.

Language (up to 4 marks)

0 marks: meaning obscure because of density of language errors and serious problems with expression/nothing of relevance.

1 mark: expression weak/reliance on lifting from the passage.

2 marks: expression limited/reliance on copying out the notes, but some sense of order.

3 marks: expression good, with attempts to group and sequence ideas in own words.

4 marks: expression very good: clear, orderly grouping and sequencing, largely own words.

[Total: 4]

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Exercise 6: World Youth Group**Exercise 7: Computer games**

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 is unlikely to gain a high mark for content.
- 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 are available.

[Total Exercise 6: 10]

[Total Exercise 7: 10]

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GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (CORE TIER)

Mark band	CONTENT: relevance and development of ideas	Mark band	LANGUAGE: style and accuracy
4–5	<p>Satisfactory:</p> <ul style="list-style-type: none"> • 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	<p>Safe:</p> <ul style="list-style-type: none"> • 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	<p>Partly relevant:</p> <ul style="list-style-type: none"> • 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	<p>Errors intrude:</p> <ul style="list-style-type: none"> • 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	<p>Little relevance:</p> <ul style="list-style-type: none"> • 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. <p>NB: If essay is completely irrelevant, no mark can be given for language.</p>	0–1	<p>Hard to understand:</p> <ul style="list-style-type: none"> • 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.

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**MARK SCHEME for the May/June 2009 question paper
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0510 ENGLISH AS A SECOND LANGUAGE

0510/12 Paper 12 (Reading and Writing – Core),
maximum raw mark 56

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- (a) it has almost doubled [1]
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