



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](mailto: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**

**0510/21**

Paper 2 (Reading and Writing – Extended),  
maximum raw mark 84

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 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 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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**Exercise 1 Fantastic Leaves**

- (a) rice, wheat and maize
- (b) (i) (more) hygienic [1]  
(ii) (can be disposed of in a more) environmentally-friendly (way)/environmental [1]
- (c) oil [1]
- (d) (adds a distinct) flavour (to the food) [1]
- (e) they provide shade [1]
- (f) retain the freshness of the fruit/eco-friendly/stop them from being squashed  
[TWO details for ONE mark] [1]
- (g) they bring (good) luck/prosperity (to the couple getting married) [1]

**[Total: 8]**

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**Exercise 2 Soon we may live for 200 years**

- (a) it has almost doubled
- (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]
- (j) Tick and number the points:  
Predictions:  
✓1 average life expectancy to 200 years/living to 200 years (of age)  
✓2 start middle age on 100<sup>th</sup> birthday  
✓3 double life span [ANY TWO FROM THREE]
- Effects of changes in eating habits:  
✓4 reduce calorie intake  
✓5 people stay healthier  
✓6 fewer overweight [ANY TWO FROM THREE] [4]

**[Total: 14]**

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**Exercise 3 Financial Assistance Scheme Application Form**

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

**SECTION A: PERSONAL DETAILS**

Family name: ..... Smithson ..... First name: Julian ..... (1)  
 Address: ..... 75 Grangeholme Road, Bristol ..... (1)  
 Contact details: ..... 037652912 ..... (1)

**SECTION B: UNIVERSITY AND ACCOMMODATION DETAILS**

Course title and start date: ..... Diploma in Education September 2008 ..... (1)  
**First year accommodation:**  
 1 Where did you live? ..... Hall of Residence, (near the University) ..... (1)  
 2 Details of financial assistance ..... Rent subsidised/paid 50% (of total amount) ..... (1)

**SECTION C: EMPLOYMENT DETAILS**

Do you work at the present time? YES/~~NO~~ (please delete as appropriate) ..... (1)  
 Place and type of work: ..... Saveright Supermarket Cashier ..... (1)  
 Number of hours per week: (please circle one) 0-8 hours 9-16 hours 17-24 hours ..... (1)  
 Salary per week: ..... £60 ..... (1)

**SECTION D: FINANCIAL SCHEME**

Where did you first hear about the financial assistance scheme? (please tick)  
 Student handbook     University personnel     Finance office     Other ..... (1)  
 Name and contact details of referee: ..... Margaret Thomson AND marthom@planet.co.uk ..... (1)  
 .....

**[12 divided by 2 = 6 marks]**

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**SECTION E**

In the sentence it is expected that the candidates will write a sentence that will contain the information that he has to pay more for his rent/his travel expenses are greater/he has lost the subsidy.

**Sample sentences**

I no longer have a reduction in my rent this year and will have to pay a lot more.

I am living in a different house this year and the bus journey to the University is more expensive.

The sentence must be written in the first person.

For the 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: 8]

**Exercise 4 Sports stars have a natural advantage**

Tick and number the content points up to a maximum of 8 marks (up to 4 marks per heading).

**Factors for sports organisations when selecting sportspeople (MAX 4 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 4 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 an hour
- ✓ 11 Liz Halliday quicker reactions when making decisions

[Total: 8]

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**Exercise 5 Television – a big turn off?**

Award maximum of 6 marks for content and maximum of 4 marks for language.  
Count words and indicate when the 120 words limit has been reached.  
Do not award language marks if there is no content.

**Content (up to 6 marks)**

Tick and number each point (up to a maximum of 6):

- ✓ 1 stunts the development of the brain
- ✓ 2 cause of depression
- ✓ 3 become overweight (due to inactivity)
- ✓ 4 sets a pattern for life
- ✓ 5 makes it difficult to concentrate (with sustained attention)
- ✓ 6 provides unnatural levels of excitement/(sensory) stimulation
- ✓ 7 lose ability to entertain themselves
- ✓ 8 lose ability to use imagination
- ✓ 9 don't talk to other children and adults

**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 without discrimination.

**2 marks:** expression limited/some reliance on lifting from the original, 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 in own words.

**[Total: 10]**

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

- Award the answer a mark for **content** (C) [out of 9] and a mark for **language** (L) [out of 9] in accordance with the General Criteria table that follows. Write C and the mark + L and the mark = ringed total [out of 18].
- **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. You then have to 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 **at least** 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 **at least** 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 **less than the stated word length**, it is unlikely that the candidate will achieve a high content mark.
- 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: 18]

[Total Exercise 7: 18]

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## GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (EXTENDED TIER)

| Mark band | CONTENT: relevance and development of ideas<br>(AO: W1, W2, W6)   | Mark band | LANGUAGE: style and accuracy<br>(AO: W1, W3, W4, W5)  |
|-----------|---|-----------|---|
| 8–9       | <p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.</li> </ul> | 8–9       | <p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> No or very few errors. Well-constructed and linked paragraphs.</li> </ul>   |
| 6–7       | <p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>   | 6–7       | <p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>                  |
| 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> |

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|     |   |     |   |
|-----|---|-----|---|
| 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. Award 1 mark.</li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks.</li> </ul> <p>If essay is completely irrelevant, no mark can be given for language.</p>  | 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. Award 1 mark.</li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks.</li> </ul> |

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**MARK SCHEME for the May/June 2009 question paper**  
**for the guidance of teachers**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/22**

Paper 2 (Reading and Writing – Extended),  
maximum raw mark 84

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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**Exercise 1 Fantastic Leaves**

- (a) rice, wheat and maize
- (b) (i) (more) hygienic [1]
- (ii) (can be disposed of in a more) environmentally-friendly (way)/environmental [1]
- (c) oil [1]
- (d) (adds a distinct) flavour (to the food) [1]
- (e) they provide shade [1]
- (f) retain the freshness of the fruit/eco-friendly/stop them from being squashed  
[TWO details for ONE mark] [1]
- (g) they bring (good) luck/prosperity (to the couple getting married) [1]

**[Total: 8]**

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**Exercise 2 Soon we may live for 200 years**

- (a) it has almost doubled
- (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]
- (j) Tick and number the points:  
Predictions:  
✓1 average life expectancy to 200 years/living to 200 years (of age)  
✓2 start middle age on 100<sup>th</sup> birthday  
✓3 double life span [ANY TWO FROM THREE]
- Effects of changes in eating habits:  
✓4 reduce calorie intake  
✓5 people stay healthier  
✓6 fewer overweight [ANY TWO FROM THREE] [4]

**[Total: 14]**

|        |                                |          |
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**Exercise 3 Financial Assistance Scheme Application Form**

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

**SECTION A: PERSONAL DETAILS**

Family name: ..... Smithson ..... First name: Julian ..... (1)  
 Address: ..... 75 Grangeholme Road, Bristol ..... (1)  
 Contact details: ..... 037652912 ..... (1)

**SECTION B: UNIVERSITY AND ACCOMMODATION DETAILS**

Course title and start date: ..... Diploma in Education September 2008 ..... (1)  
**First year accommodation:**  
 1 Where did you live? ..... Hall of Residence, (near the University) ..... (1)  
 2 Details of financial assistance ..... Rent subsidised/paid 50% (of total amount) ..... (1)

**SECTION C: EMPLOYMENT DETAILS**

Do you work at the present time? YES/~~NO~~ (please delete as appropriate) ..... (1)  
 Place and type of work: ..... Saveright Supermarket Cashier ..... (1)  
 Number of hours per week: (please circle one) 0-8 hours 9-16 hours 17-24 hours ..... (1)  
 Salary per week: ..... £60 ..... (1)

**SECTION D: FINANCIAL SCHEME**

Where did you first hear about the financial assistance scheme? (please tick)  
 Student handbook  University personnel  Finance office  Other ..... (1)  
 Name and contact details of referee: ..... Margaret Thomson AND marthom@planet.co.uk ..... (1)  
 .....

**[12 divided by 2 = 6 marks]**

|        |                                |          |
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**SECTION E**

In the sentence it is expected that the candidates will write a sentence that will contain the information that he has to pay more for his rent/his travel expenses are greater/he has lost the subsidy.

**Sample sentences**

I no longer have a reduction in my rent this year and will have to pay a lot more.

I am living in a different house this year and the bus journey to the University is more expensive.

The sentence must be written in the first person.

For the 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: 8]

**Exercise 4 Sports stars have a natural advantage**

Tick and number the content points up to a maximum of 8 marks (up to 4 marks per heading).

**Factors for sports organisations when selecting sportspeople (MAX 4 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 4 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 an hour
- ✓ 11 Liz Halliday quicker reactions when making decisions

[Total: 8]

|        |                                |          |
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**Exercise 5 Television – a big turn off?**

Award maximum of 6 marks for content and maximum of 4 marks for language.  
Count words and indicate when the 120 words limit has been reached.  
Do not award language marks if there is no content.

**Content (up to 6 marks)**

Tick and number each point (up to a maximum of 6):

- ✓ 1 stunts the development of the brain
- ✓ 2 cause of depression
- ✓ 3 become overweight (due to inactivity)
- ✓ 4 sets a pattern for life
- ✓ 5 makes it difficult to concentrate (with sustained attention)
- ✓ 6 provides unnatural levels of excitement/(sensory) stimulation
- ✓ 7 lose ability to entertain themselves
- ✓ 8 lose ability to use imagination
- ✓ 9 don't talk to other children and adults

**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 without discrimination.

**2 marks:** expression limited/some reliance on lifting from the original, 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 in own words.

**[Total: 10]**

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**Exercise 6: School festival****Exercise 7: Cinema**

- Award the answer a mark for **content** (C) [out of 9] and a mark for **language** (L) [out of 9] in accordance with the General Criteria table that follows. Write C and the mark + L and the mark = ringed total [out of 18].
- **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. You then have to 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 **at least** 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 **at least** 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 **less than the stated word length**, it is unlikely that the candidate will achieve a high content mark.
- 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: 18]

[Total Exercise 7: 18]

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

| Mark band | CONTENT: relevance and development of ideas<br>(AO: W1, W2, W6)   | Mark band | LANGUAGE: style and accuracy<br>(AO: W1, W3, W4, W5)  |
|-----------|---|-----------|---|
| 8–9       | <p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.</li> </ul> | 8–9       | <p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> No or very few errors. Well-constructed and linked paragraphs.</li> </ul>   |
| 6–7       | <p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>   | 6–7       | <p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>                  |
| 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> |

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| Page 9 | Mark Scheme: Teachers' version | Syllabus |
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|-----|---|-----|--|
| 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. Award 1 mark.</li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks.</li> </ul> <p>If essay is completely irrelevant, no mark can be given for language.</p>  | 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. Award 1 mark.</li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks.</li> </ul> |