



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 2008 question paper

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.

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.

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Page 2	Mark Scheme	Syllabus
	IGCSE – October/November 2008	0510

Exercise 1: BLUE LAGOON

- 1 (a) in (the heart of the) lava fields/in Iceland
- (b) balance and relax (the body) [1]
- (c) (i) and (ii) EITHER Ingredient: blue-green algae
Effects: nourish and soften the skin [1]
OR Ingredient: white silica mud
Effects: cleanses and removes dead skin cells [1]
(NB Each must be in the correct order to make sense)
- (d) (it is rated) one of the top 50 (in the world) [1]
- (e) Internet club/from the website [1]

[Exercise 1 total: 6]

Exercise 2: BEE-KEEPING

- 2 (a) fewer in the country (than in towns)/more (bee-keepers) in towns [1]
- (b) parasitic mite killed (off) millions (of bees) [1]
- (c) the time of year/what the bees have been feeding on [1]
- (d) people queuing to join courses/courses often oversubscribed [1]
- (e) 6,000 [1]
- (f) (i) and (ii) rebellion against their lifestyle/gives them variety [1]
/want to do more physical OR manual activities/chance to get outside
/not a strenuous activity ANY TWO [1]
- (g) (i) and (ii) might get stung/expensive to buy beehives/might frighten neighbours [1]
ANY TWO [1]
- (h) 10 kilos compared to 20 kilos/half as much/town twice as much as in country [1]

[Exercise 2 total: 10]

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Exercise 3: HOLIDAY BOOKING

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

SECTION A – Details of passengers

First name	Ibrahim	Surname	Adid	
First name	Mariam	Surname	Adid	
First name	Abdul	Surname	Adid	[1]
Full address	Al Bustan 243, Cairo			[1]
Preferred contact, with details	(email) adidibma@yahoo.com			[1]

SECTION B – Holiday detailsOutward journey

From	Cairo	To	Istanbul	[1]
Date	14 August (2008)	Departure time	10.15am	[1]

Return journey

From	Istanbul	To	Cairo	[1]
Date	28 August (2008)	Departure time	11.30am	[1]

Hotel accommodation

Date of arrival	21 August	Date of departure	28 August	[1]
Double rooms	CIRCLE	1		
Single rooms	CIRCLE	1		[1]
Meals	TICK	Breakfast		[1]
Car hire	No. of days	7		[1]
	Type of car	TICK	4-door	[1]

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

SECTION C

Sentence One: it is anticipated the candidate will write a sentence about having visited Turkey recently. This should be in the first (not third) person.

Sentence Two: it is anticipated the candidate will write a sentence about requiring a room at the back of the hotel. This should be in the first (not third) person.

Direct lifting from the information is permissible (provided in first person). Allow anything relevant/appropriate.

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 the 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.

[Exercise 3 total: 10]

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Exercise 4: LIFE IN 2058

Tick and number the points (up to a maximum of two per sub-heading):

Medical benefits

- ✓1 limitless supply of body parts/organs
- ✓2 farms to produce human organs/organs 'available to order'/no need to transplant human organs
- ✓3 re-grow lost limbs/regenerate failing organs
- ✓4 whole body replacement
- ✓5 humans live longer

Discoveries in space

- ✓6 neighbours (OR life) in other galaxies (OR space)
- ✓7 how Earth was formed
- ✓8 whether the 'big bang' was one of many

Consequences of animal studies

- ✓9 oceans saved from exploitation
- ✓10 humans give up eating meat/become vegetarian
- ✓11 (device) to experience the thoughts/feelings of animals

[Exercise 4 total: 6]

Exercise 5: SUMMARY – LIFE IN 2058

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

[Exercise 5 total: 4]

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Exercise 6: NEW SCHOOL
Exercise 7: MOBILE PHONES

General guidance

- **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 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 **less than the stated word length**, it is unlikely that the candidate will gain high content marks.
- 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.

[Exercise 6 total: 10]

[Exercise 7 total: 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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International General Certificate of Secondary Education

MARK SCHEME for the October/November 2008 question paper

0510 ENGLISH AS A SECOND LANGUAGE

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

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Exercise 6: SCHOOL EXCHANGE VISIT**Exercise 7: DANGEROUS SPORTS/ACTIVITIES****General guidance**

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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.